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ABSTRACT

The 1985 inventory of research into higher education in Canada provides descriptions of 328 research, innovative, and experimental projects on postsecondary education in Canada. The projects, which are entered in the language in which they were reported (English or French), are grouped under six categories: general; administration, finance and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. The following format is used: title, brief description, estimated date of completion, name and date of completion, name and address of researchers, source of further details if other than the researchers are mentioned, and publication arising from the project (title and information on availability). Specific topics include: organization and structures, accreditation, Canadian studies, general bibliographies, costs, planning, information systems, enrollment projections, employment of graduates, teaching effectiveness, grading, characteristics of staff, employment conditions, student characteristics, educational and occupational plans, student financial aid, adult learning, and off-campus instruction. The addresses of universities are included. (SW)

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inventory of research into higher education in canada

inventaire des recherches sur l'enseignement supérieur au canada

1985

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Editors / Rédacteurs
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A.M. Kristjanson

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INTRODUCTION

The *Inventory of Research into Higher Education in Canada* has been published annually since 1972 and in this the 13th edition we present descriptions of 328 research, innovative and experimental projects which are concerned with postsecondary education in Canada. Information on these projects has been obtained by surveying some 2600 researchers and other potential contributors in universities, community colleges, educational organizations and government departments and agencies. We are most grateful to all those who provided us with details of their work.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
b) brief description;
c) (estimated) date of completion;
d) name and address of researchers;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, etc.

Universities where researchers are located are indicated by name only; their addresses may be found at the end of this booklet. The addresses of other institutions are included in the project descriptions.

This issue of the *Inventory* does not replace preceding ones; previously published projects have been re-entered only in case important changes were reported.

March 1985

J.F.H.
A.M.K.

INTRODUCTION

L'*Inventaire des recherches sur l'enseignement supérieur au Canada* est publié tous les ans depuis 1972 et dans cette treizième édition, nous vous présentons des descriptions de travaux de recherche et de projets innovateurs et expérimentaux qui portent sur l'enseignement postsecondaire au Canada. A cette fin, nous avons consulté quelque 2600 chercheurs et autres collaborateurs éventuels dans les universités, collèges communautaires, organismes d'éducation et milieux gouvernementaux. Nous sommes obligés à tous ceux qui nous ont communiqué des détails sur leurs travaux.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels autre que les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la brochure. Les adresses des autres établissements paraissent dans les descriptions de travaux.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà publiés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Mars 1985

J.F.H.
A.M.K.

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Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international.

A1 a) The transformation of Ontario universities since World War II. b) Changes in the status of professors and students, in university government and in the relations with the provincial government. c) 1986. d) H.B. Neatby, Dept. of History, Carleton University.

A2 a) Lifelong learning and higher education. b) Examination of the concept of lifelong learning as developed by Edgar Faure and colleagues at Unesco and review of how lifelong learning is fostered by existing practices and organizational structures within higher education institutions in Canada and elsewhere. Suggestions are made for transforming colleges and universities to institutions that would place greater stress on the principles of lifelong education. c) 1984. d) C.K. Knapper, Teaching Resource Office, University of Waterloo; A.J. Cropley, University of Hamburg, Hamburg, West Germany. f) Croom Helm, London, 1984.

A3 a) Women in Ontario pharmacy, 1867-1927. b) Historical overview of the position of women in pharmacy in Ontario from their first attendance at the school of the Ontario College of Pharmacy. Some comparisons between the situation in Canada and other Anglo-American countries. c) Spring 1985. d) E.W. Stieb and Joyce A. Ferguson, Fac. of Pharmacy, University of Toronto; Gail Coulas, McMaster University.

A4 a) A sociology of education with "sociology" in jeopardy. b) Following a thumb-nail sketch of education on the left (dictatorial and democratic), on the right (extreme and right of dead center) and in various theocracies, the question is asked whether sociology has reached its zenith and whether this also applies to other disciplines in the psychological and social sphere. Next the study inquires about possible future scenarios, the expendable human beings, cosmic justice and stoic resignation. c) Sept. 1984. d) C. Kretzschmar, Dept. of Sociology, University of New Brunswick in Saint John, P.O. Box 5050, Saint John, N.B. E2L 4L5.

A5 a) A study of federated and affiliated colleges at Canadian universities. b) There are about 20 small colleges federated or affiliated with Canadian universities. Their range of autonomy from the parent university varies. Many of them appear to be an anomaly to their university and to their supporting community. What is likely to happen to them in the course of retrenchment? What are their plans for the future? c) Spring 1985. d) D.J. Lawless, Rector, St. Paul's College, 430 Dysart Road, Winnipeg, Man. R3T 2M6.

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A6 a) A comparison of decision making in the governance of universities in nine countries. b) Using a sample of seven Canadian universities as a focal point, 30 universities in the USA, Britain, France, Germany, Switzerland, Belgium, Holland and Spain were compared in their governance and decision making. Personal interviews were conducted with presidents, deans, department heads, union officers and student officers. c) 1984. d) D.J. Lawless (see above).

A7 a) Mission and applied research funding at the faculties of agriculture in Canada. b) To examine funding sources for agriculture and food research at faculties of agriculture and to evaluate the importance of the NSERC granting system to these faculties. c) March 1985. d) G. Martin, Université Laval. e) W. Schultz, Association of the Faculties of Agriculture in Canada, Fac. of Agriculture, University of Alberta.

A8 a) An overview of the educational system in Canada. b) Outline of the Canadian educational systems; their administrative structures; curricula for elementary, secondary and postsecondary levels; graduation requirements; teacher training and certification; and policies relating to religious and private schools. c) Jan. 1984. d) Dorothy MacKeracher, TVOntario, P.O. Box 200, Station Q, Toronto, Ont. M4T 2T1. f) New Technologies in Canadian Education series, TVOntario.

A9 a) New technologies in education in Canada: issues and concerns. b) Summarizing the status of new technologies in Canadian education, the paper examines the achievements to date and the problems to come, and explores the complex relationships at the provincial and interprovincial levels among educational decision makers, researchers, governments, industry and the public at large. It pulls together several major issues concerning the very nature of education and its organization, and considers an agenda for national discussion. c) Aug. 1984. d) Donna Sharon and Judith Tobin, TVOntario (see above). f) New Technologies in Canadian Education series, TVOntario.

A10 a) The high technology industry and education in Canada. b) Presenting the opinions and concerns of representatives of high technology industry, the paper describes the industry's views on technology's effect on education, curriculum and teaching; the division between education and training; and the attitudes toward higher education. c) Jan. 1984. d) Judith Tobin (see above). f) New Technologies in Canadian Education series, TVOntario.

A11 a) Separated brethren - a history of protestant-catholic relations in Canada. b) Deals with higher education in so far as it involves differing philosophies of higher education, the establishment of denominational colleges, differing approaches to curriculum, etc. c) 1987. d) J.S. Moir, Dept. of History, Scarborough College, 1265 Military Trail, Scarborough, Ont. M1C 1A4.

A12 a) The development of the Canadian Association for Adult Education during the 1960s. b) Activities, organization, priorities and philosophical position of the CAAE during the 1960s, when Dr. Alan Thomas was its director. c) Nov. 1984. d) G. Selman, Fac. of Education, University of British Columbia. f) Occasional Papers series, U.B.C. Centre for Continuing Education.

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A13 a) Memorial University College and its students, 1925-1949. b) History of the College and the generation of students who experienced its influence, from available documentary and print materials and extensive use of oral history methods. c) 1986. d) M. MacLeod, Dept. of History, Memorial University.

A14 a) The involvement of European universities in continuing education. b) Unlike the universities in North America, continental European universities have on the whole until very recently remained aloof from community service and continuing education. What were the institutional, educational, social, political and economic factors that influenced such a diverse path? Are there other institutions in Europe providing continuing education? Do universities in Eastern and Western Europe differ? Are European universities following the university extension patterns established in the English-speaking world or are they finding their own approaches? c) March 1985. d) J. Kulich, Centre for Continuing Education, University of British Columbia. f) Monograph to be published late in 1985.

A15 a) L'impact du financement fédéral sur le développement du réseau universitaire au Québec. b) Rapport (26 p.) d'un comité chargé par la Fédération des associations de professeurs des universités du Québec (FAPUQ) d'étudier le rapport du Conseil des universités intitulé: *L'impact du financement fédéral sur le développement du réseau universitaire*. Le rapport aborde l'histoire des relations entre Québec et Ottawa en matière de financement universitaire, l'impact des divers mécanismes de financement de la recherche sur le développement universitaire, et l'évolution des politiques fédérales et des programmes fédéraux d'aide à la recherche universitaire. c) Jan. 1984. d) FAPUQ, 2715, ch. de la Côte-Ste-Catherine, Montréal (Qué.) H3T 1B6.

A16 a) Mémoire de la FAPUQ à la Commission MacDonald. b) Observations sur le rôle et la fonction des professeurs d'université, le financement de l'enseignement universitaire et le financement de la recherche. 42 p. c) Avril 1984. d) FAPUQ (voir plus haut).

A17 a) History of university autonomy and academic freedom in Canada. b) Study of the forms of, and changes in, university governance before the 1960s, and their implications for institutional and individual academic freedom. c) In progress. d) M. Horn, Dept. of History, Glendon College, York University.

A18 a) A guide to publishing in Canadian educational periodicals. b) The guide consists of over 200 titles classified according to subject, readership (national/international, provincial/regional) and status (refereed/non-refereed). Includes periodicals for school teachers, consultants, subject specialists, administrators, trustees, academics and the public in general. c) Jan. 1985. d) G.P. O'Neill, College of Education, Brock University.

A19 a) Le droit de l'enseignement supérieur au Québec. b) Etude du droit de l'enseignement supérieur au Québec, à partir d'une double analyse: celle du droit positif actuellement en vigueur (analyse interne du droit par les juristes); celle des facteurs sociaux explicatifs de l'émergence et de la spécificité de ce droit (analyse externe par les sociologues). c) Sept. 1986. d) A. Lajoie, P. Carignan et G. Rocher, Centre de recherche en droit public, Université de Montréal.

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A20 a) Survey of public attitudes to education. b) Through telephone interviews, a random sample of more than 1000 adult Manitobans were asked a series of questions about current educational issues. Such variables as age, level of education, place of residence and degree of contact with the educational system are built into the study design. The study will be conducted on a regular basis. c) March 1984. d) Katherine Wong, Planning and Research Branch, Manitoba Education, 221-1200 Portage Ave., Winnipeg, Man. R3G 0T5.

A21 a) A decade in review: educational spending, enrolments and staffing in Manitoba. b) The report compares trends related to enrolments, staff and spending for elementary and secondary schools, colleges and universities, mostly from 1974 to 1983. Intended as a reference document, the report is basically descriptive, but provides some analyses in relation to key education issues. c) Dec. 1984. d) Jane G. Holatko, Planning and Research Branch, Manitoba Education (see above).

A22 a) An evaluation of the new initiatives in Manitoba's Postsecondary Adult and Continuing Education Division, Manitoba Education. b) The new initiatives are designed to impact particularly on strategic planning and delivery mechanisms related to postsecondary education, training and employment (including adult, continuing and distance education); organizational structures; curriculum/program (transition to individualized, competency-based learning systems and CAL); student accessibility and retention; part-time study; and student information systems. The evaluation addresses both the implementation process and the program outcomes, with emphasis on educational training and employment outcomes of students. c) 1989-90. d) Joletta K. Brown, Planning and Research Branch, Manitoba Education (see above).

A23 a) Cheminement scolaire: facteurs institutionnels. b) Sondage auprès d'anciens élèves ayant eu un cheminement scolaire différent de celui que laissait prévoir leur dossier d'admission. Le sondage vise à identifier les facteurs (organisation matérielle du collège, organisation pédagogique, enseignement, encadrement, services professionnels, ressources didactiques, etc.) ayant pu influencer le cheminement scolaire. c) Avril 1985. d) J. Leroux, Service de consultation, CEGEP Saint-Jean-sur-Richelieu, C.P. 1018, Saint-Jean (Qué.) J3B 7B1.

A24 a) Federal policies and programs for technology development. b) The report deals with, and contains recommendations on, industry-support programs of the federal government; government procurement policies; the university, industry and government interface; and the role of federal laboratories. c) July 1984. d) Task Force on Federal Policies and Programs for Technology Development, D.T. Wright, chairman. f) Report to the Minister of State for Science and Technology, 69 p.

A25 a) Studies in the history of teacher education in Canada, the United States and Britain. b) A preliminary assessment of some 80 studies has been completed, resulting in a working bibliography which will now be expanded and revised. It will serve as part of a proposal for a new course on "Studies in the history of teacher education in Canada, the United States and Britain" and as a select bibliography for use in planning and research in the area. c)

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April 1985. d) W. Brehaut, Dept. of History and Philosophy of Education, Ontario Institute for Studies in Education.

A26 a) Memoir of Frank Cyril James, principal, McGill University, 1939-62. b) Memoir based on the papers of Cyril James and the archives of McGill University. c) 1986. d) S.B. Frost, History of McGill Project, McLennan Library, McGill University.

A27 a) Structures and levels of technological education: case study for Canada. b) The 88-page report deals with the evolution of the system of education for engineers and engineering technologists and technicians; the development of professional associations and societies and their influence on the education system; and the role of NSERC. Current strengths and weaknesses of the education system are outlined. Population and economic trends are used for predicting future engineering and technology student numbers and employment opportunities. Trends in engineering curricula are indicated. c) Feb. 1984. d) G.A. Morris, Fac. of Engineering, University of Manitoba.

A28 a) College beliefs. b) Extended workshops involving the Board of Governors and all college staff intended to refine, popularize and bring into daily use a code of fundamental college beliefs. A summary of beliefs feedback has been prepared. c) Ongoing. d) W.W. Cruden, President, St. Lawrence College, 2288 Parkedale, Brockville, Ont. K6V 5X3.

A29 a) Postsecondary consortia. b) Survey of Canadian consortia designed to facilitate postsecondary services. c) June 1985. d) J.M. Small and A.G. Konrad, Fac. of Education, University of Alberta.

A30 a) The machine in the garden: the advent of industrial research infrastructure in the academic milieu/Un marriage d'intérêts: la mise en place de l'infrastructure de recherche industrielle en milieu universitaire. b) Discussion paper to review problems surrounding industry-university linkages. It documents the historical development of the university infrastructure, explores case studies of university-industry linkages, describes government programs in support of university-industry interaction and factors inhibiting interaction, and addresses conditions for effective linkages. c) March 1984. d) J.B. MacAuley, Information Analysis Group, Ottawa, Ont.; P. Dufour, Science Council of Canada, 100 Metcalfe St., Ottawa, Ont. K1P 5M1. f) Science Council of Canada, Discussion Paper D84/1, English text 147 p., French text 177 p.

A31 a) Mount Allison University: a history to 1963. b) Two-volume history of the university, tracing its evolution from its beginning as Mount Allison Wesleyan Academy for boys in 1843 through to the expansion of the university campus in the early 1960s. c) 1984. d) J.G. Reid, Dept. of History, Mount Allison University. f) University of Toronto Press, 1984.

A32 a) The professions and education in Ontario. b) Research on the development of the professions and their educational and training institutions in the 19th and 20th centuries. c) In progress. d) R.D. Gidney and R.J. Clark, Fac. of Education, University of Western Ontario.

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A33 a) Canada's community colleges. b) Analysis of the history and development of community colleges in Canada's ten provinces. Issues common to each college system in 1985 will be addressed. c) Dec. 1984. d) J.D. Dennison, Fac. of Education, University of British Columbia; P. Gallagher, Capilano College, 2055 Purcell Way, North Vancouver, B.C. V7J 3H5.

A34 a) Consultation paper on training/Document d'étude sur la formation. b) Prepared by the Ministry of Employment and Immigration as a background document, the paper describes trends influencing the supply of and demand for skills, raises questions regarding the adequacy of existing training, and discusses the roles and responsibilities of employers, unions, educational institutions and governments. A number of issues and options are presented which deal with such subjects as school-work transition, on-the-job development, skill development for new careers, and training for the unemployed and for special groups. A short overview of existing federal training programs is included. c) Dec. 1984. f) Ministry of Employment and Immigration, Ottawa, Ont. K1A 0J9, Cat. No. MP 43-159/1984, bilingual.

A35 a) The business of Canadian business education. b) Investigation into the past, present and future of how business education started in Canada, and the directions it must take to face challenges of the next century. c) Ongoing. d) J. Jabes and S. Perrakis, Fac. of Administration, University of Ottawa.

A36 a) Structures of school systems in selected countries. b) Graphic display of school system structures of selected North American, European, South American and Third World countries. c) 1985. d) L.L. Cordis, Fac. of Education, University of Regina.

A37 a) Comparative educational administration: a look at school systems in Canada. b) The book examines policies, programs and resources of educational systems (especially secondary and postsecondary) as they strive to achieve their institutional aims, goals and objectives. c) July 1984. d) G.L. Parsons, Fac. of Education, Memorial University.

A38 a) Avis du Conseil des collèges au ministre de l'Education. b) Le rapport annuel du Conseil pour 1983-1984 contient un résumé des avis au ministre de l'Education concernant, entre autres, le régime pédagogique du collégial, l'implantation de plusieurs programmes d'études et des centres spécialisés, l'évaluation dans les collèges, les frais exigés à l'éducation des adultes, l'allocation des ressources au collégial, l'harmonisation des programmes professionnels entre les ordres secondaire, collégial et universitaire, et le régime de négociations des conditions de travail du secteur collégial public. c) 1984. d) Conseil des collèges, 900, av. d'Youville, 8e étage, Québec (Qué.) G1R 3P7.

A39 a) The research imperative for nursing in Canada: a five-year plan towards year 2000. b) A five-year plan has been established for the development of nursing research, with objectives and strategies in relation to three major goals: to develop nurse researchers, to develop nursing research and to develop nursing research reality through the foundation of nursing research as

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a basic core of the discipline of nursing. c) June 1984. d) Nursing Research Committee, Canadian Nurses Association, 50 The Driveway, Ottawa, Ont. K2P 1E2.

A40 a) Nursing administration. b) Development of a national action plan for nursing administration in Canada. One area to be addressed will be graduate programs for the preparation of nurse administrators. The plan will be a follow-up of two previous projects of which one resulted in a discussion paper on education for nursing administration and the other in a position paper on the role of nurse administrators and standards for nursing administration. c) Nov. 1985. d) Ad Hoc Committee on Nursing Administration, Canadian Nurses Association (see above).

A41 a) Entry to the practice of nursing. b) A background paper relevant to CNA's position that by the year 2000 the minimal educational requirement for entry into the nursing practice should be a baccalaureate degree in nursing has been published. Ongoing work is being conducted with respect to this position. c) Ongoing. d) Norma Murphy, Canadian Nurses Association (see above). f) Background paper, $5.00.

A42 a) General education in Canada's community colleges and institutes. b) The 137-page report presents the results of a 1982-83 questionnaire survey of college faculty and administrators across the country regarding educational practices with respect to the general education component of college programs. Data were collected on the aims, organization, amounts, kinds, policies and administration of general education. c) 1984. d) Nathalie Sorensen, St. Lawrence College of Applied Arts and Technology, King and Portsmouth Ave., Kingston, Ont. K7L 5A6. f) Available from Association of Canadian Community Colleges, 110 Eglinton Ave. W., 2nd Floor, Toronto, Ont. M4R 1A4.

A43 a) Recherche-action sur l'intégration de la micro-informatique au CEGEP. b) Le projet a pour but de rendre la micro-informatique accessible aux enseignants et de faciliter l'adaptation des enseignants à l'utilisation pédagogique de l'informatique. c) 1984. d) Laure-Alice Bouchard et al., Collège de Chicoutimi, 523, rue Jacques-Cartier est, Chicoutimi (Qué.) G7H 5G4.

A44 a) Vers une politique d'information et de concertation collège-milieu. b) Dans le cadre d'une étude sur les relations entre le Collège de la Gaspésie et le monde du travail, le projet vise à identifier et à analyser les pratiques et les mécanismes d'information et de concertation déjà établis et à déterminer une politique constitutionnelle d'information et de concertation. c) 1985. d) G. Boudreault, Collège de la Gaspésie, C.P. 590, Gaspé (Qué.) G0C 1R0.

A45 a) Modèle d'association entre le milieu de formation et le marché du travail. b) Les objectifs sont de recueillir les informations pertinentes à la mise au point d'un modèle d'association, d'élaborer des mécanismes supportant la mise en place de ce modèle et de tracer un portrait réaliste de la faisabilité de ce modèle. c) 1985. d) A. Thivierge, Collège de la Région de l'Amiante, 671, boul. Smith sud, Thetford Mines (Qué.) G6G 1N1.

A46 a) La relation collège-milieu à Rosemont, bilan et perspectives. b) L'étude des relations entre le Collège de Rosemont et le milieu socio-économique

environnant, afin d'identifier les acquis ainsi que les voies de développement, de sensibiliser le collège et le milieu, et d'identifier les ressources utilisables et les modes d'organisation pratique de relation collège-milieu. c) Juin 1985. d) P. Bourget, Louise Landry et P. Ricard, Collège de Rosemont, 6400, 16e Avenue, Montréal (Qué.) H1X 2S9.

A47 a) Concertation CEGEP-milieu (vers un modèle d'adaptation permanente). b) La recherche vise à énoncer les besoins des groupes du milieu, à décrire l'adéquation des services offerts par le collège face aux besoins identifiés du milieu, et à entreprendre une stratégie globale qui permette de suivre l'évolution des besoins du milieu et d'y répondre. c) 1985. d) R. Paquin, Collège Saint-Jean-sur-Richelieu, C.P. 1018, Saint-Jean-sur-Richelieu (Qué.) J3B 7B1.

A48 a) Le collège et le milieu agricole régional. b) Le projet vise à adopter une stratégie d'ouverture au milieu qui puisse bénéficier au collège, aux enseignants, aux étudiants ainsi qu'aux organismes agricoles et para-agricoles de la région, et à développer des liens d'interdépendance entre les collèges et les diverses fonctions du système agro-alimentaire régional. c) 1985. d) D. Malenfant, Collège Saint-Jean-sur-Richelieu (voir plus haut).

A49 a) Objectifs et priorités du collège face aux besoins du milieu industriel. b) Le projet a pour objectifs de déterminer le niveau technologique des entreprises; d'identifier les programmes de formation les plus urgents à offrir; d'évaluer le niveau d'intérêt des entreprises face à des propositions de stages de formation d'étudiants et de professeurs dans l'entreprise; et d'identifier les besoins en main-d'oeuvre et les attentes des entreprises face au CEGEP dans les technologies reliées à la CAO-FAO, la commande numérique, les automates programmables, la robotique et l'électronique. c) 1985. d) G. Noël, Collège Saint-Jean-sur-Richelieu (voir plus haut).

A50 a) Elaboration d'une politique institutionnelle de recherche-développement. b) Portant sur les besoins de recherche et de développement, la recherche vise à élaborer une politique institutionnelle de recherche-développement au collège et à proposer un plan d'action, en tenant compte de la double finalité du collège: mission de formation et vocation communautaire. c) 1985. d) P. Bourbeau, G. Charbonneau, P.-E. Gingras et B. Morin, Collège de St-Jérôme, 455, rue Fournier, St-Jérôme (Qué.) J7Z 4V2.

A51 a) Student life in Canadian universities during the 1930s. b) Investigation of primary sources in universities across Canada. Topics include: economic impact of the depression on the class composition of the student body, cultural and intellectual currents reflected in arts and science courses, the associational life of students, the perception and treatment of female students, and student politics. c) 1986. d) P. Axelrod, Div. of Social Science, York University.

A52 a) Higher education, utilitarianism and the acquisitive society: 1930-1980. b) Article tracing the economic and social forces affecting the development of Canadian higher education from the depression of the 1930s to the recession of the 1970s and early 80s. c) 1984. d) P. Axelrod (see above). f) In: M. Cross and G. Kealey (eds.), *Readings in Canadian Social History:*

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Modern Canada, 1930-1980, McClelland and Stewart, Toronto, 1984.

A53 a) The Queen's way. b) Review-essay of F. Gibson, *To Serve and Yet Be Free: Queen's University*, vol. II, McGill-Queen's Press, 1983. c) 1984. d) P. Axelrod (see above). f) *Queen's Quarterly*, Winter 1984.

A54 a) La recherche en éducation dans les constituantes de l'Université du Québec - Actes du colloque, Rimouski, 1984. b) On assiste au Québec à un éclatement de la recherche en éducation, à la fois dans les méthodologies, les philosophies et les idéologies. Les Actes du colloque s'inscrivent dans une volonté de mieux faire connaître les recherches les plus récentes et de favoriser des liens de plus en plus étroits entre les chercheurs des sciences de l'éducation. c) 1984. d) R. Rousseau, Yolande Tremblay, S. Papillon et P. Potvin, Dép. des sciences de l'éducation, Université du Québec à Rimouski.

A55 a) Report of the Task Force on Research Infrastructure. b) Report of a NSERC task force to study the state of infrastructure support in university science and engineering departments. c) Sept. 1984. d) A.N. Bourns, CIAR, 506-434 University Ave., Toronto, Ont. M5G 1R6; W.C. Winegard, R.R. 1, Georgetown, Ont. L7G 4S4. f) Natural Sciences and Engineering Research Council, 200 Kent St., Ottawa, Ont. K1A 1H5.

A56 a) Women in university education: oral histories of nursing educators. b) Study of the concept of women's power as it relates to nursing educators' experiences in developing university nursing education in Canada, 1920-1970. Interviews with 15 former nursing educators will focus on how they experienced their struggles to secure university education for nurses, the major issues confronting them and how they dealt with them, how they gained support and dealt with set-backs, and how they symbolized or named their experiences. c) Sept. 1986. d) Lynn Kirkwood, School of Nursing, Queen's University.

A57 a) Directory of Canadian university resources for international development/Répertoire des ressources des universités canadiennes pour le développement international. b) Listing of information on areas of study, specialization, research and past experience in international development cooperation of Canadian universities, including brief descriptions of each institution, its policy on international development cooperation, administrative channels for coordinating and organizing international activities, special library resources in international development, and the name of a contact person on campus. c) Oct. 1985. d) International Development Office, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

A58 a) The utilization of university resources for international development/Les universités canadiennes s'interrogent: quelles ressources pourraient-elles mettre au service du Tiers Monde? b) Report of a conference whose purpose was to reexamine the resource base of universities as a whole in relation to the needs as Canada responds to the demands of the Third World. c) Feb. 1984. d) International Development Office, AUCC (see above).

A59 a) Multilateral aid agencies and Canadian universities: conference report/Les agences d'aide multilaterales et les universités canadiennes: actes de la conférence. b) Report of a conference aimed at informing universities

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of the possibilities of participation in development programs funded by international agencies (U.N. and World Bank) and at allowing universities to describe their resource capabilities and availability to carry out major development projects for multilateral aid agencies. c) July 1984. d) International Development Office, AUCC (see above).

A60 a) Canadian women's history project. b) Continuing project to produce texts in the area of Canadian women's history for secondary school and university students; 1984 outputs are: *Final report: Canadian women's history - materials and methodology*, 1984; M. Danylewycz, B. Light and A. Prentice, "The evolution of the sexual division of labour in teaching: a nineteenth century Ontario and Quebec case study," *Histoire social/Social History*, 16:31 81-109; P. Bourne, B. Light, R. Pierson and A. Prentice, *Women and reform: social, economic, political and legal issues*, 1984. c) Ongoing. d) Paula Bourne, Beth Light, Ruth Pierson and Alison Prentice, Centre for Women's Studies in Education, Ontario Institute for Studies in Education.

A61 a) Ontario universities: options and future/Les universités de l'Ontario: options pour l'avenir. b) Report on the future development of Ontario's universities dealing with, and making recommendations on, such items as quality of instruction and research, accessibility and demand, adaptability, balance and differentiation, financing, faculty renewal, tuition fees, capital requirements, and inter-institutional planning and coordination. c) Dec. 1984. d) Commission on the Future Development of the Universities of Ontario, E.C. Bovey, chairman, J.F. Mustard and R.L Watts. f) Available from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8, English text 6[illegible] p., French text 69 p.

A62 a) Continuity and renewal: the demands of excellence. b) Brief (70 p.) to the Bovey Commission (see previous entry) presenting COU's views on the situation of Ontario universities with respect to quality, accessibility, adaptability, balance and differentiations, funding, and inter-institutional planning and coordination. It emphasizes the need for higher funding levels in order to maintain quality. Appendices deal with graduate planning, distance education, enrolment projections, faculty retirement, capital grants and private giving. c) August 1984. d) Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

A63 a) Perspectives on the report of the Bovey Commission. b) A number of researchers will analyse the report (see entry A61) and produce some eight to ten papers addressing such topics as: underlying assumptions, problem definition and conceptualization of the university, development of research, accessibility, contingent loan repayment plans, the politics of implementation, the role of funding formulae, system governance, and the evolution of higher education policy in Ontario. To be presented at a February 1985 Toronto higher education seminar and published thereafter. c) April 1985. d) M.L. Skolnik and Elizabeth Thorsen, coordinators, et al., Higher Education Group, Ontario Institute for Studies in Education.

A64 a) Commonwealth universities and their support of Third World development. b) Questionnaire survey of all universities in developing Commonwealth

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countries regarding their programs and activities which support the development of non-formal education. Major areas of investigation are training, research and evaluation, direct programming and relations with government. Universities in Australia, Canada, New Zealand and the U.K. were surveyed regarding the ways they support Third World development, using the same major headings. c) Feb. 1985. d) J.A. Draper, Dept. of Adult Education, Ontario Institute for Studies in Education. f) International Council for Adult Education, Toronto, Ont.

A65 a) Incidences de la politique de démocratisation de l'enseignement supérieur sur l'autonomie des universités québécoises. b) La politique de démocratisation de l'enseignement supérieur mise en oeuvre par le gouvernement québécois durant les années soixante a donné lieu à des modifications significatives dans la structuration des relations d'influence au sein du système universitaire. L'hypothèse est à l'effet que ce système a perdu les caractéristiques d'un système-réseau pour prendre de plus en plus celles d'un système-appareil dans lequel l'Etat domine. Ce projet a pour objet d'établir les configurations des systèmes à vingt ans d'intervalle et d'examiner l'effet des caractéristiques structurales sur l'autonomie des universités. c) Avril 1985. d) J.-P. Fortin, Secrétaire général, Université du Québec.

A66 a) Contemporary relations between governments and universities: a chapter in the history of the freedom of the academy. b) Study of the relationships in the 1980s between governments and universities in the western world, with emphasis on Canadian, Swedish and British circumstances. In Canada, Alberta, British Columbia and Ontario are the main focus. c) Sept. 1986. d) I. Winchester, Higher Education Group, Ontario Institute for Studies in Education.

A67 a) Postsecondary institutions of Manitoba: a bibliography. b) Comprehensive bibliography of published and unpublished source materials related to postsecondary education institutions in Manitoba. c) 1984. d) A.D. Gregor and Eleanora Kirton, Fac. of Graduate Studies, University of Manitoba. f) University of Manitoba Library.

A68 a) Faculty participation in teaching improvement programs. b) Article based on a survey of a sample of university professors to determine attitudes toward teaching improvement and teaching improvement programs: why faculty members do or do not participate in such programs. Comparisons were made on the basis of disciplines and other variables. c) 1984. d) Elizabeth Botman and A.D. Gregor, Fac. of Graduate Studies, University of Manitoba. f) *Canadian Journal of Higher Education*, 14:2(1984) 63-73.

A69 a) A history of teacher education in Manitoba. b) Particular emphasis on developments and issues since 1945. c) 1984. d) A.D. Gregor, Fac. of Graduate Studies, and K. Wilson, Fac. of Education, University of Manitoba. f) Monographs in Education, Fac. of Education, University of Manitoba, 1985.

A70 a) The sciences and the humanities in Canada: the "two cultures" and national priorities since 1945. b) PhD thesis. c) In progress. d) Patricia Jasen. d) J.E. Kendle, Dept. of History, University of Manitoba.

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A71 a) Task force on research and development. b) Concentrating on the scientific, rather than humanities and social sciences, research and development interface, the project will document the benefits which accrue to corporations and universities from close R&D relationships, identify impediments to extending the relationships, and seek ways in which the interface could be expanded effectively. c) May 1985. d) Task Force on Research and Development, c/o Patricia Roman, Corporate-Higher Education Forum, 1155 Dorchester Blvd. W., Suite 2501, Montreal, Que. H3B 2K4.

A72 a) The teaching of international law in Canada: 1851-1985. b) Courses, seminars, books, materials and sources; biographies of professors; development and orientation of the subject from the time of the first course in 1851 to 1985. c) 1986. d) R. St. J. Macdonald, Fac. of Law, Dalhousie University.

A73 a) Gerontology program: needs or necessity? b) Report giving information on gerontology programs available in Ontario. National, provincial and local priorities in the field of aging are presented. The urgency of an educational and research program in aging in Ottawa and Eastern Ontario is demonstrated. c) Feb. 1984. d) Denise P. Allard, Fac. of Health Sciences, University of Ottawa.

A74 a) Women and education. b) Two special issues of *Resources for Feminist Research/Documentation sur la recherche féministe*. Oriented to the concerns of teachers, the first issue - RFR/DRF 12:3(Nov. 1983) - contains references to material on the history of women and the teaching profession, sex-role stereotyping, the status of women in educational institutions, girls' sports and science education, and the school/labor force connection. It includes sources on associations, networks and newsletters, resource and media kits, curriculum development projects, and a filmography in the area of gender and schooling. A review essay by M. O'Brien offers a framework for reflecting upon feminist theory and practice in education. Women's studies programs at the postsecondary level are listed. The second issue - RFR/DRF 13:1(March 1984) - emphasizes non-formal education, international and francophone material, and theoretical analyses in its articles, bibliographies and resources. It includes a historical review essay by R.R. Pierson. d) Mary O'Brien and Somer Brodribb, eds., Ontario Institute for Studies in Education.

A75 a) Analyse systémique de l'action de formation universitaire à distance. b) La formation à distance utilise dans la majorité des cas des modèles inspirés de la technologie éducative dont l'accent est mis sur le contenu et sur l'accessibilité à une grande population. La distance est un facteur qui façonne les moeurs et les populations éloignées des grands centres urbains. Le modèle d'université susceptible de répondre à ces caractéristiques est à inventer et c'est dans une perspective "systémique" qu'il peut être analysé. Il s'agit donc de déterminer, à partir des besoins de développement d'une petite collectivité répartie sur un vaste territoire éloigné, quelles caractéristiques l'université doit avoir (structure, fonctionnement, programmes) pour réaliser sa mission et contribuer au mieux-être de sa population et du pays. c) 1987. d) P.-A. Martin, Dép. d'éducation, Université du Québec en Abitibi-Témiscamingue; A. Girard, Fac. des sciences de l'éducation, Université de Montréal.

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A76 a) Journalism and academe: a look at the state of higher education reporting in Canada. b) A 40-page report describing a research project based on the results of a questionnaire survey of 57 education reporters at daily newspapers across Canada, follow-up interviews with reporters, editors and university public relations personnel, and various background materials. c) Sept. 1984. d) M. Giberson, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

A77 a) Projet d'encadrement des élèves sourds. b) Réalisation, expérimentation et évaluation d'un projet ayant pour objectif de créer une structure d'accueil et d'imaginer un encadrement pédagogique à l'intention des personnes sourdes et aveugles. c) Hiver 1986. d) P. Bourcier et Francine Tremblay, Service des affaires étudiantes, Collège du Vieux Montréal, B.P. 1444, Succursale N, Montréal (Qué.) H2X 3M8.

See also/Voir aussi:

B3 Science and technology policies, planning activities and related structures in Canadian universities.

B5 University-industry relations in Canada.

B18 Orientations et cadre de financement du réseau universitaire.

B26 "Please, sir, I want some more": Canadian universities and financial restraint.

B27 Postsecondary needs survey for the Parklands Region of Manitoba.

B35 Research and science in Alberta, 1982-83.

B36 A statistical profile of the social sciences in Canada.

C31 Faculty development program and curriculum evaluation at the University of Guayaquil in Ecuador.

C94 Dossier-souche sur la formation fondamentale.

D4 The academic work process and academic workers in Canada.

E6 Determinants of university enrolment.

E15 Education et besoins des Franco-Ontariens.

E21 Credit for prior learning from a Canadian perspective.

E25 Generic skills as a basis for standardizing admission to Ontario CAAT programs.

E47 South-East Asian academic credentials.

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F7 The advocacy role of a provincial continuing education association.

F16 Values, life-long education and an aging Canadian population.

F30 Postsecondary programs in adult education within Third World universities.

F37 Cross-cultural transferability of science distance education material.

F38 Transfer of science distance education expertise.

F41 La formation des adultes: une contribution du collège au développement de son milieu.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) Postsecondary enrolments in the future. b) Enrolment projections to 2006-07 based on a participation rate about 15% above that experienced in 1983-84. Includes some estimates of reductions in registrations by broad fields of study. Unpublished. c) Sept. 1984. d) M. Wisenthal, Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ont. K1P 5N1.

B2 a) What jobs pay: a complete guide to careers and salaries in Canada. b) Examination of over 500 jobs, including educational credentials, providing updated salary/wage information at starting/working and managerial levels. One chapter exclusively deals with university and college students by field of study, gender and province. c) Summer 1984. d) P. Anisef, Etta Baichman and C.E. James, Dept. of Sociology, York University. f) Hurtig Publishers, Edmonton, 1984.

B3 a) Science and technology policies, planning activities and related structures in Canadian universities. b) To survey universities for policies bearing on their S&T teaching, research and service functions; to identify structures for the formulation and implementation of these policies; to examine the activities of these structures and their relationship with those of governments and industry; to report on the current role and significance of the policies and structures in carrying out the university's functions; and to recommend how they might be strengthened within the university organization and how federal and provincial government support programs and industrial cooperation can enhance their effectiveness. c) Summer 1985. d) D. Read, P. Enros, M. Farley and G. Orpwood, Science Council of Canada, 100 Metcalfe St., Ottawa, Ont. K1P 5M1.

B4 a) Constructing humane computing environments in educational institutions. b) Design of a framework to assist a task force in constructing a humane computing environment at the Ontario Institute for Studies in Education. The 20-page report suggests objectives that should be identified in such a project and questions that should be asked. c) April 1984. d) G.S. Tracz, Ontario Institute for Studies in Education.

B5 a) University-industry relations in Canada. b) Study of the changing relationship between universities and the private sector with particular emphasis on the employment patterns of graduates. c) Spring 1985. d) J.L. Novek, Dept. of Sociology, University of Winnipeg.

B6 a) La médiatique: étude de pertinence sur le besoin de main-d'oeuvre. b) Analyse des besoins quantitatifs (marché de l'emploi) et qualitatifs (type

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

de contenu de formation souhaitée) de main-d'oeuvre spécialisée dans le domaine de la médiatique, plus spécifiquement en vidéotex et/ou télétexte au Québec. c) Fév. 1984. d) Denise Gélinas, CEGEP d'Alma, 675, boul. Auger ouest, Alma (Qué.) G8B 2B7.

B7 a) Analyse de la situation de travail: graphisme sur console de création de pages en mode vidéotex. b) Rapport d'analyse du métier de graphiste sur console vidéotex. Le rapport décrit le métier, énumère les principales tâches et opérations et informe sur les habiletés, les comportements généraux et la formation. c) Juin 1984. d) Denise Gélinas (voir plus haut).

B8 a) Analyse de la situation de travail: édition sur console de création de pages en mode vidéotex. b) Rapport d'analyse sur le métier d'éditeur(trice) sur console vidéotex: description générale de cette nouvelle profession, tableau des tâches et des opérations, et informations sur les habiletés et les comportements généraux nécessaires à ce nouveau corps d'emploi. c) Mars 1984. d) Denise Gélinas (voir plus haut).

B9 a) Universities and the supply of graduates to the professions. b) The 47-page discussion paper considers the need for a process whereby regular adjustments can be made to the resources allocated to, and the level of enrolment in, various professional programs to respond to changing labor market requirements. It discusses public policy on labor supply, direct adjustment of labor supply, and alternative approaches to influencing supply. c) June 1984. d) N.M. Meltz and D. Stager, Dept. of Economics, University of Toronto. f) Prepared for the Commission on the Future Development of the Universities of Ontario.

B10 a) Accessibility and the demand for university education. b) The 46-page discussion paper reviews economic, institutional, social and cultural factors affecting university enrolments; accessibility for minority groups, part-time study and physically handicapped; and alternative financial aid policies (tuition fees, grants and loans). c) June 1984. d) D. Stager (see above). f) Prepared for the Commission on the Future Development of the Universities of Ontario.

B11 a) The legal profession in Canada. b) Quantitative description and analysis of the legal profession, including legal education. c) June 1985. d) D. Stager (see above); H.W. Arthurs, President, York University. f) Analytical Studies Branch, Statistics Canada, Ottawa, Ont. K1A 0T6.

B12 a) Tuition fee review. b) Examination of tuition and student fees at postsecondary institutions in Alberta, other provinces and, to a lesser extent, the United States, with provincial comparisons mainly focusing on universities. In addition, some inter-provincial comparisons focus on sources of operating revenue for postsecondary institutions and student aid, in conjunction with indicators such as per FTE student and per capita of the population. Report, 39 p. plus appendices. c) June 1984. d) Alberta Advanced Education, 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

B13 a) Participation patterns study. b) Description of enrolment trends

and the mix of students in postsecondary education in Alberta, 1971-81, based primarily on census data and institutional reports. The 132-page report includes a literature review focusing on the development of, and barriers to, accessibility. c) June 1984. d) Committee to Examine Participation Trends of Alberta Postsecondary Students, B.D. Heemsbergen, chairman, Alberta Advanced Education (see above).

B14 a) Information in the labor market: job-worker matching and its implications for education in Ontario. b) After an examination of earlier economic models of education (human capital and signalling), the report focuses on an informational model of schooling and job-worker matching. It then proceeds to examine the appropriate role of government in the education market and studies recent trends, the current situation and current issues in education and training in Canada. c) 1984. d) J.B. Davies and G.M.T. MacDonald, Dept. of Economics, University of Western Ontario. f) Ontario Economic Council Research Studies, no. 29, 1984, 190 p.

B15 a) Is an integrated whole really greater than the sum of the parts? b) The marketplace believes that integrated software is basic to increasing productivity of information management, but there is little experimental evidence whether the ease of use of these packages is greater than competitive separate components/functionalities. The project's purpose was to compare and integrate software packages with three single function microcomputer software packages. The common tasks investigated included decision support using a student information data base. c) Dec. 1984. d) P.R. Newsted and B.S. Sheehan, Fac. of Management, University of Calgary. f) Working Paper 23-84, Fac. of Management, University of Calgary.

B16 a) Information support for planning in academic subunits. b) Individual planners need personalized information systems support, which must match closely their requirements for data, information, reports and modeling and must do so cheaply without requiring data processing expertise. This project illustrates how planners can build their own information support systems if they have the proper tools. A case study demonstrates how such capabilities were provided to one campus administrator and what was learned about these personal systems. c) July 1984. d) B.S. Sheehan and P.R. Newsted (see above). f) Working Paper 18-84 (see above).

B17 a) Canadian engineering manpower inventory. b) Factual data base comprised of demographic and functional information on the make-up of the professional engineering community. c) 1985. d) Director, Human Resource Studies, Canadian Council of Professional Engineers, 401-116 Albert St., Ottawa, Ont. K1P 5G3.

B18 a) Orientations et cadre de financement du réseau universitaire québécois. b) Mémoire (76 p.) à la Commission parlementaire de l'éducation et de la main-d'oeuvre du Québec, qui traite du financement et des règles de répartition des fonds de l'Etat et tente de révéler l'importance de l'université pour la collectivité québécoise. c) Oct. 1984. d) Fédération des associations de professeurs des universités du Québec (FAPUQ), 2715, ch. de la Côte-Ste-Catherine, Montréal (Qué.) H3T 1B6.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B19 a) Statistiques d'admission au trimestre de l'automne 1983. b) Portant sur l'ensemble des établissements universitaires du Québec, le cahier contient des statistiques sur l'accessibilité et l'admission dans les programmes universitaires de premier cycle pour le trimestre d'automne 1983, selon l'âge, le sexe, la région de provenance, le statut au Canada et la langue maternelle. c) Oct. 1984. d) Conférence des recteurs et des principaux des universités du Québec, C.P. 124, succursale Place Desjardins, Montréal (Qué.) H5B 1B3.

B20 a) The history of university participation since 1891. b) The project combines analysis of national and provincial aggregate-level data with case-study data from Queen's University. Participation is considered in the context of age, gender, marital status, family background, place of residence before entry, course of study, subsequent experience, etc. c) Jan. 1986. d) C. Gaffield, Dept. of History, University of Victoria.

B21 a) Canadian nursing doctoral statistics: 1982 update. b) Inventory and analysis of nurses with a doctoral degree in 1982 and nurses enrolled in doctoral programs in Canada and elsewhere. c) 1984. d) Shirley M. Stinson, Jenniece Larsen and Jannetta MacPhail, Fac. of Nursing, University of Alberta. f) Available from Canadian Nurses Association, 50 The Driveway, Ottawa, Ont. K2P 1E2, $6.00.

B22 a) Financing and accessibility in B.C. universities. b) Paper addressing issues raised by actions of the current provincial government. Source and size of university funding reductions are described and possible explanations to justify cuts (lessening demand for admission, overextension of support in recent years, inefficiency of universities) are examined, but rejected. Participation rates in B.C. and other provinces are compared and university access is studied on the basis of gender, residence and family socio-economic status. c) 1985. N. Guppy, Dept. of Anthropology and Sociology, University of British Columbia. f) *Canadian Journal of Sociology*, forthcoming.

B23 a) Access to higher education in Canada. b) The paper examines changes in access for individuals born in the first half of this century. Using information from a large sample of Canadians, variations in attendance at, or graduation from, university and non-university postsecondary programs are presented by gender, language group and socio-economic background. Results show a process of democratization at the non-university level, but only a modest reduction in disparities at the university level. c) 1984. d) N. Guppy (see above). f) *Canadian Journal of Higher Education*, 14:3(1984).

B24 a) The management of decline in universities. b) Research to investigate how recent budget cuts have been handled at McGill University and the Université de Montréal, focusing on the strategies selected and their implementation, costs, benefits and outcomes. c) Jan. 1986. d) Cynthia Hardy, Fac. of Management, McGill University. f) See also "The management of university cutbacks: politics, planning and participation," *Canadian Journal of Higher Education*, 14:1(1984) 59-69.

B25 a) Organizational isomorphism and higher education in Canada. b) Paper assessing structure and change in terms of current sociological

perspectives on organizational isomorphism. Data are made up of the governing board characteristics of Canadian universities gained from the AUCC surveys of 1965, 1970 and 1975. Isomorphic processes are explored and further research possibilities are suggested. c) 1984. d) A.J. Macdonell, Dept. of Sociology, University of New Brunswick.

B26 a) "Please, Sir, I want some more": Canadian universities and financial restraint. b) Five-chapter volume. Introduction to the study of decline in higher education and alternative frameworks from which to view financial restraint, its causes and effects. Presentation of data on university finances and provincial expenditures, with indicators for interprovincial comparisons. Discussion of original data collected through a survey of presidents and deans, focusing on problems relating financial restraint to quality changes and on perceptions of respondents to institutional objectives, quality and its indicators. Examination of the Ontario situation and the problems associated with specifying financial needs. Discussion of major issues and implications. c) Oct. 1984. d) M.L. Skolnik and N.S. Rowen, Higher Education Group, Ontario Institute for Studies in Education. f) OISE Press, $14.50.

B27 a) Postsecondary needs survey for the Parklands Region of Manitoba. b) The objectives are to obtain data on training needs and interests on which to base program plans for 1984-85 and long-term plans for 1985-89; to identify needs of special interest groups; to identify membership and role of community and Regional Centre advisory committees; and to identify role and components of a Regional Centre to be located in the Parklands. c) Jan. 1985. d) R.G.A. Mackie and A.A. Loveridge, Assiniboine Community College, P.O. Box 935, Brandon, Man. R7A 5Z9.

B28 a) Employment survey of 1982 graduates of Ontario universities: report of major findings. b) Following a summary report (see entry B25 in 1984 *Inventory*), the present report describes the procedures involved in and some results from the 1982 employment survey of all Spring graduates of the Ontario universities, the Ontario College of Art and Ryerson Polytechnical Institute. Tables and text include information on fieldwork procedures, survey instruments, response rates, demographic and social-background variables, educational experiences, early career paths, analysis of the means by which graduates obtained jobs, and relationship between kind and amount of educational experience and education requirements of jobs. c) July 1984. d) Christine K. Davis and Margaret A. Denton, Social Data Research Ltd., 719 Main St. W., Hamilton, Ont. L8S 1A3; A.A. Hunter, Dept. of Sociology, University of Waterloo. f) Available from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8. Report of major findings $6.00; summary report in either English or French $3.00.

B29 a) Ontario universities statistical compendium 1970-71 to 1982-83. b) Two-part report presenting macro-indicators which relate resources available to Ontario universities to their activities. Part A, 58 p., contains the macro-indicators, complementary analyses, commentary and a glossary of terms and definitions. Part B, 7 p., contains the supporting data for the most recent years; it can be ordered separately. c) July 1984. d) L.C. Payton, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B30 a) Canadian Association of Graduate Schools 1984 statistical report. b) Statistics on graduate school enrolments, degrees, citizenship status and new graduate students by degree level, enrolment status (part-time, full-time), region, university, division and discipline. c) Sept. 1984. d) L.C. Payton (see above).

B31 a) Application statistics 1983. b) Summary statistics on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities. c) Dec. 1984. d) Ontario Universities Application Centre, University of Guelph; L.C. Payton (see above).

B32 a) Financial report of Ontario universities 1983-84. b) Three-volume annual report on revenue, expenses and changes in fund balances. Volume I covers the 21 institutions which receive grants directly from the government and Volume II the 22 institutions affiliated with them. Volume III analyses physical plant operating expenses. c) Nov. 1984. d) J.A. McAllister and the Committee of Finance Officers, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

B33 a) Brief to the Ontario Council on University Affairs on operating grant requirements for 1985-86. b) Financial analysis of the present state of Ontario universities, including 29 tables and figures illustrating the resources of the universities in relation to other publicly supported organizations, inter-provincial comparisons, and the combined impact of underfunding and inflation on salaries, equipment, maintenance, libraries and other areas. The 56-page report concludes with estimates of the required increase in operating revenue. c) April 1984. d) J.A. McAllister and the COU Committee on Operating Grants, Council of Ontario Universities (see above).

B34 a) Inventory of physical facilities of Ontario universities, 1983-84. b) Triennial, 84-page inventory presenting a detailed break-down of space by institution and category. Actual inventory in net assignable square meters is compared with space requirements as generated by COU's revised standards. The space classification scheme and definitions of input measures are appended. c) July 1984. d) Laura J. Selleck, Council of Ontario Universities (see above).

B35 a) Research and science in Alberta, 1982-83. b) The report describes the characteristics and magnitude of scientific expenditures in Alberta. It outlines research and development expenditures by all who support such activities, with special attention given to Alberta government support. c) July 1984. d) B.D. Heemsbergen, P. Hill and Karen Johnson, Planning Secretariat, Alberta Advanced Education, Devonian Bldg., 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

B36 a) A statistical profile of the social sciences in Canada. b) Report (23 p. plus 34 tables) to the Science Council of Canada presenting a statistical compilation of existing data on research funding, human resources (research personnel, the professoriate, students) and the communication of research results. Where separate data for the social sciences are not available, combined data for the social sciences and the humanities are presented. c) May 1984. d) Social Science Federation of Canada, 151 Slater St., Ottawa, Ont. K1P 5H3.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B37 a) If the cut is so deep, where is the blood? Some issues and problems involved in doing and using research on the impact of financial restraint upon publicly funded universities. b) Paper examining both scholarly research on the impact of financial restraint upon universities and selected briefs presented to governments on behalf of universities. Noting that in general research studies have not demonstrated the anticipated adverse consequences of restraint and that briefs to governments have been largely ineffective in obtaining increased grants, the paper zeroes in on the problems of measuring quality in universities and concludes with suggestions regarding approaches to quality measurement in research on university funding and resource allocation. c) March 1985. d) M.L. Skolnik, Higher Education Group, Ontario Institute for Studies in Education. f) Draft version available.

B38 a) Manpower demand and desired skills for degree graduates in dental hygiene. b) Report on a 1983 survey to assess the employment demand for dental hygiene degree graduates in Western Canada and to determine the skills which potential employers expect these graduates to possess. c) 1984. d) School of Dental Hygiene, University of Manitoba.

B39 a) Task force on human resource management and the status of higher education. b) Study of the match between technical, intellectual and managerial skills of university graduates and the needs of corporations. A survey of university graduates employed by corporations and managers of these corporations will provide a data base. c) June 1985. d) F.T. Evers, Dept. of Sociology, and J.C. Rush, School of Business Administration, University of Western Ontario. e) Task Force, c/o Patricia Roman, Corporate-Higher Education Forum, 1155 Dorchester Blvd. W., Suite 2501, Montreal, Que. H3B 2K4.

B40 a) Implantation de la bureautique dans les collèges. b) Enquête menée auprès des collèges visant à connaître leur politique et leur plan d'action en matière d'implantation de la bureautique. Diffusion de l'information obtenue aux collèges du réseau. Observation d'une expérience d'implantation auprès d'un collège volontaire. c) Mai 1985. d) A. Lefebvre, Collège de Saint-Jérôme; L. Devoe, Collège de Sept-Iles; Hélène Gaudet-Chandler, Collège Vanier; Paulyne Peltier, Fédération des cégeps, 500, boul. Crémazie est, Montréal (Qué.) H2P 1E7. f) Fédération des cégeps.

B41 a) Méthode d'évaluation des clientèles en équivalence temps complet. b) Examen des différentes méthodes de calcul des clientèles en équivalence temps complet en usage au Québec avec leurs implications. Elaboration d'une méthode unique aux fins de financement. c) Mars 1985. d) J.-Y. Desrosiers et Anne Pelletier, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, rue De La Chevrotière, Québec (Qué.) G1R 5A5.

B42 a) Développement d'une méthode de certification des clientèles pour le recensement des clientèles universitaires. b) Mise en place d'un système de certification des clientèles pour sous-tendre le processus d'allocation des subventions de fonctionnement entre les universités. c) Fin 1985. d) J.-Y. Desrosiers (voir plus haut).

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B43 a) Financement de l'enseignement postsecondaire - relations fédérales-provinciales. b) Dans le cadre de la renégociation des ententes fédérales-provinciales sur le financement de l'enseignement postsecondaire, il s'agit d'établir les fondements théoriques et pratiques de la plus grande efficacité des provinces en matière de gestion de l'enseignement postsecondaire. c) Fin 1985. d) J.-Y. Desrosiers (voir plus haut).

B44 a) Indicateurs de la recherche universitaire. b) Développement d'une structure intégrée d'indicateurs socio-économiques de la recherche universitaire en vue d'effectuer sur une période donnée, 1974-1975 à 1982-1983, des comparaisons interprovinciales (rapport, 44 p., déc. 1984) et ensuite de poursuivre cette étude en vue d'effectuer des comparaisons inter-institutionnelles au Québec. c) En cours. d) M. Caron, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, rue De La Chevrotière, Québec (Qué.) G1R 5A5.

B45 a) La recherche subventionnée et commanditée dans les universités du Québec, 1982-1983. b) Bilan statistique détaillé faisant état des divers aspects de la recherche universitaire: ampleur de la recherche, secteurs disciplinaires, pourvoyeurs de fonds, pour chacune des institutions du réseau universitaire. c) Juin 1985. d) Marc Caron (voir plus haut).

B46 a) Prévision des inscriptions universitaires. b) Mettre à jour les prévisions des inscriptions universitaires en EETC pour l'ensemble du réseau et par établissement à partir de l'année 1984-1985 et documenter la méthode. c) Juin 1985. d) J.-C. Bousquet, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, rue De La Chevrotière, Québec (Qué.) G1R 5A5.

B47 a) Post-graduation activities. b) The 151-page statistical report presents the results of a survey of post-graduation activities of May 1984 graduates of 21 UBC faculties and schools, conducted about six months after graduation. c) Jan. 1985. d) A.F. Shirran, Student Counselling and Resource Centre, University of British Columbia.

See also/Voir aussi

A1 The transformation of Ontario universities since World War II.

A8 An overview of the educational system in Canada.

A15 L'impact du financement fédéral sur le développement du réseau universitaire au Québec.

A16 Mémoire de la FAPUQ à la Commission MacDonald.

A21 A decade in review: educational spending, enrolments and staffing in Manitoba.

A27 Structures and levels of technological education: case study for Canada.

A ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

A34 Consultation paper on training/Document d'étude sur la formation.

A37 Comparative educational administration: a look at school systems in Canada.

A38 Avis du Conseil des collèges au ministre de l'Education.

A52 Higher education, utilitarianism and the acquisitive society: 1930-1980.

A55 Report of the Task Force on Research Infrastructure.

A61 Ontario universities: options and futures/Les universités de l'Ontario: options pour l'avenir.

A62 Continuity and renewal: the demands for excellence.

A63 Perspectives on the report of the Bovey Commission.

D3 Faculty views of collective bargaining.

D7 Implications of the aging of the Ontario professoriate.

D8 Manpower flexibility policies in Ontario universities.

D12 Study of the impact of the removal of mandatory retirement on Canadian universities.

E6 Determinants of university enrolment.

E15 Education et besoins des Franco-Ontariens.

E19 L'accès à l'université au Québec, mesure du phénomène selon le sexe et la langue maternelle de 1978-1979 à 1981-198?

E45 Who goes to which university in Ontario?

E49 Study of the legal rights and responsibilities of students.

F1 Adult training of short duration: who offers it and who takes it?

F11 Technology as program planning in three adult education units.

F16 Values, life-long education and an aging Canadian population.

F31 Assessment of a low-cost digital audio system as a means of decreasing production costs.

F33 Course material management system.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Videotex integrated teaching and learning (VITAL). b) VITAL operates on an IBMPC or an IBM work-alike microcomputer assembly, hard disk storage and a local network. The instructor can design graphics and written information packages from a microcomputer, and organize a text that presents questions randomly from a master list, randomly from each of several sections of the list or in a set sequence (every fourth question, for example). Graphics are created with basic elements: circles, lines and polygons. Students access the packages from a dumb terminal or a microcomputer with a NAPLPS decoder. c) Dec. 1985. d) G.A.B. Moore, Office of Educational Practice, T. Herrmann, Dept. of Psychology, et al., University of Guelph.

C2 a) Survey of postgraduate training for family practice. b) Recent graduates in primary care practice report that the major three training routes (rotating and mixed internships, family medicine residencies) prepare physicians somewhat differently. Graduates of two-year family medicine residencies were more satisfied with their preparation than those of other training routes. A two- or three-year residency was preferred by 50% of respondents although 33% of them had taken one of these routes into primary care practice. Considerable agreement was noted in physicians' assessment of the types of postgraduate educational experiences needed. c) Spring 1984. d) Lynn Curry, Fac. of Medicine, University of Toronto; Christel Woodward, School of Medicine, McMaster University.

C3 a) Teaching problem solving. b) Development of explicit activities and evaluation methods to teach problem solving skills. c) Ongoing. d) D.R. Woods, Dept. of Chemical Engineering, McMaster University. f) "The MPS program for explicitly developing problems solving skill," *Proceedings*, 1984 Annual Conference, American Society for Engineering Education, p. 1021-1035.

C4 a) Evaluating teaching and learning effectiveness in Canadian psychology departments. b) Survey of psychology department heads regarding their units' practices concerning student assessment and the evaluation of instruction, innovative teaching approaches and research on teaching and learning. c) 1984. d) C.K. Knapper, Teaching Resource Office, University of Waterloo.

C5 a) Recherche-action et perfectionnement des enseignants. b) Il s'agit d'une mise à l'essai d'un modèle de perfectionnement des enseignants inspiré de la méthode de la recherche-action. Trois phases: élaboration du modèle, mise à l'essai et évaluation des résultats et des implications. c) 1984. d) G. Goyette et J. Villeneuve, Dép. des sciences de l'éducation, Université du Québec à Montréal.

C6 a) Communications and information technologies in Canadian universities.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

b) Explores the implications of new technologies for teaching, research and service; examines the universities' experiences with computer technologies and their derivatives; and considers the impact of older technologies (audio, film, video) on teaching, learning and research. c) Aug. 1984. d) Thelma Rosen, TVOntario, P.O. Box 200, Station Q, Toronto, Ont. M4T 2T1. f) New Technologies in Canadian Education series, TVOntario.

C7 a) Communications and information technologies in community colleges in Canada. b) Examination of the use of educational technologies, faculty training and attitudes to media use, government and college policies regarding software and hardware distribution, new curriculum offerings related to technology, and examples of college use of teleconferencing, Telidon and videodisc. c) Aug. 1984. d) Sandra Campbell-Budden, TVOntario (see above). f) New Technologies in Canadian Education series, TVOntario.

C8 a) A et O. b) Série d'exercices d'analyse et d'orthographie des mots de la phrase française sur micro-ordinateur Rainbow 100. Démarche graduée. Rapport, 17 p. c) Juin 1985. d) J. Labrecque, Lettres, Collège François-Xavier-Garneau, C.P. 6300, Sillery (Qué.) G1T 2S5.

C9 a) Curriculum: graphisme sur console de création de pages en mode vidéotex. b) Programme de formation se divisant en cinq chapitres: données techniques, programme (objectifs de formation), données pédagogiques, organisation pédagogique et organisation matérielle. c) Juin 1984. d) Denise Gélinas, Collège d'Alma, 675, boul. Auger ouest, Alma (Qué.) G8B 2B7.

C10 a) Curriculum: édition sur console de création de pages en mode vidéotex. b) Programme de formation pour les éditeurs(trices) sur console vidéotex: données techniques, programme (objectifs de formation), données pédagogiques, organisation pédagogique et organisation matérielle. c) Juin 1985. d) Denise Gélinas (voir plus haut).

C11 a) Guide de conception d'un module vidéotex. b) Destiné à ceux qui ont à mettre sur pied des banques de données vidéotex, le guide décrit les principales étapes de la mise en forme, à partir d'un contenu défini, des pages vidéotex dans lesquelles sera organisé ce contenu. Principaux thèmes abordés: les analyses préalables; une première esquisse: le "storyboard"; l'ébauche définitive: les maquettes, création des pages et évaluation. c) Printemps 1985. d) A. Hubert, Collège d'Alma, 675, boul. Auger ouest, Alma (Qué.) G8B 2B7.

C12 a) Interaction sol-plante. b) Production d'un didacticiel permettant de simuler les conditions de l'interaction entre une plante en croissance et le sol. En modifiant les conditions du sol, on modifie les conditions de la plante. c) Automne 1986. d) R. Ménard et Yvon Tremblay, Collège d'Alma (voir plus haut).

C13 a) Conceptualisation d'un micromonde en sciences sociales. b) Première étape de la création d'un micromonde de concepts et de notions de sciences sociales à partir du modèle du micromonde de la géométrie développé par Seymour Papert et son équipe. Le micromonde s'adresse aux étudiants du CEGEP et

s'inscrit dans une perspective pluraliste. c) Juin 1984. d) Claire Fournier et J. Lafeuille, Collège de Chicoutimi, 523, rue Jacques-Cartier est, Chicoutimi (Qué.) G7H 5G4.

C14 a) Problématique en arts appliqués. b) Effets de l'informatique sur les programmes. Problèmes en arts appliqués - comprenant l'enseignement du graphisme, design d'intérieur, design industriel, céramique et esthétique de présentation - en rapport avec l'enseignement de l'histoire de l'art, des arts plastiques et des techniques et l'origine, le développement et l'avenir de ces programmes collégiaux en fonction de l'emploi des étudiants, de la technologie et de la culture technique suite à l'éclatement des contenus. c) Oct. 1984. d) F. Lamy, Collège du Vieux-Montréal, 250, rue Ontario est, Montréal (Qué.) H2X 1X6. f) Publié par la Direction générale de l'enseignement collégial, ministère de l'Education, Québec.

C15 a) La méthode LOGOS. b) Il s'agit d'une méthode conçue pour faciliter l'acquisition de concepts abstraits dans différentes disciplines. Chaque notion sera abordée à partir de cinq étapes: déséquilibre cognitif, expérimentation, phase hypothético-déductive, théorisation et transfert. Par la méthode LOGOS, l'étudiant est amené à découvrir par lui-même les règles qui régissent les notions abstraites à l'étude. c) Sept. 1984. d) D. Roy et J. Désilets, Collège de Rimouski, 60, rue de l'Evêché ouest, Rimouski (Qué.) G5L 4H6.

C16 a) L'apprentissage du raisonnement ou comment distinguer le possible du certain. b) Dans ce volume, il y a une préoccupation constante pour rendre intelligibles et significatives les notions de définition, proposition, déduction, raisonnement et sophismes et les règles de l'implication. Le dernier chapitre porte sur la résolution d'énigmes. La théorie abordée est appuyée sur des exercices pratiques nombreux et variés. Un corrigé permet de vérifier la cohérence des raisonnements. c) Juin 1984. d) J. Désilets et D. Roy (voir plus haut). f) Les Editions H.R.W. Ltée, Collection *Editions Parallèles*, Montréal (Qué.).

C17 a) Projet institutionnel en formation fondamentale. b) L'objectif général est de mettre en oeuvre, sur base expérimentale, les objectifs de formation fondamentale retenus par les départements du CEGEP de St-Félicien. Les objectifs spécifiques sont de concrétiser les objectifs de formation fondamentale retenus dans les pratiques quotidiennes (syllabus, etc.) et d'évaluer, au terme, l'ensemble de la démarche effectuée de mars 1982 à juin 1985. c) Juin 1984. d) L. Gaudreau, Collège de St-Félicien, C.P. 5000, St-Félicien (Qué.) G0W 2N0.

C18 a) Tableau noir électronique. b) Création d'un système informatique de présentations et d'acétates. Les acétates sont créés sur disquettes et présentés dynamiquement durant le cours. c) 1986. d) J. Raymond, Dép. d'informatique, Université d'Ottawa.

C19 a) Educating drama teachers. b) Literature review and analysis to initiate the development of a theory of teacher education in the field of drama. c) 1984. d) L. O'Farrell, Fac. of Education, Queen's University. f) CCYDA-Drama Canada Journal, Winter 1983-84, 34-39.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C20 a) The effectiveness of off-campus cooperative work assignments for aircraft students at John Abbott College. b) To determine the validity of the hypothesis that the current curriculum of the aircraft maintenance technician program fails to satisfy certain important professional needs of the student and his prospective employer, and to show that the program can be improved by selective use of off-campus work experience assignments. c) Spring 1985. d) B. Doran and F. Hofmann, Aircraft Dept., John Abbott College, P.O. Box 2000, Ste. Anne de Bellevue, Que. H9X 3L9.

C21 a) Organisation physique d'un service alimentaire. b) L'ouvrage vise à faciliter aux étudiants la compréhension des principes de planification et d'aménagement d'un service alimentaire et la connaissance des divers systèmes de distribution des aliments ainsi que du fonctionnement et de l'utilisation des divers instruments et appareils de production. c) Août 1985. d) Manon Dansereau-Gilbert, Collège de Maisonneuve, 3800, rue Sherbrooke est, Montréal (Qué.) H1X 2A2.

C22 a) SECRA (Simulation d'un exercice de communication en relation d'aide). b) Didacticiel de simulation de l'exercice de communication de Roger Mucchielli, souvent utilisé dans les cours de relations humaines au collégial. L'ordinateur (jouant le rôle d'une personne demandant de l'aide) fait une première "confidence" (par écrit sur l'écran cathodique) et propose à l'usager (l'aidant) un choix de répliques à ce qu'il vient d'énoncer. Chacune de ces répliques correspond à une catégorie d'attitudes (manière d'interagir avec une personne qui se confie). D'après le type de réplique sélectionné, l'ordinateur poursuit le dialogue sur un ton donné, puis affiche un nouvel éventail de six réparties. Le dialogue se poursuit de cette façon jusqu'à la conclusion de l'échange. Grâce au cumul constant des catégories de répliques choisies, l'usager peut obtenir à la fin de l'exercice un diagnostic de son attitude spontanée dans une relation d'aide. c) Sept. 1984. d) Lucie Trépanier, Collège de Maisonneuve, 3661, boul. St-Charles, Lachenaie (Qué.) J6W 3T8.

C23 a) Logiciel de gestion d'expériences en psychologie. b) Logiciel en psychologie expérimentale, permettant à tout novice de construire des expériences contrôlées par micro-ordinateur. Le logiciel permet à un professeur de construire à partir de la disquette-maître une disquette-usager qui contient une expérience où l'on contrôle la cadence de présentation de mots, lettres, phrases, images graphiques ou diapositives et d'enregistrer, au besoin, les réponses "vrai" ou "faux" et les temps de réaction. Le logiciel a suffisamment de souplesse pour qu'un professeur puisse construire aisément les expériences qu'il veut faire réaliser par les étudiants ou pour lui-même. c) Juin 1985. d) R. Jobin, Collège de Maisonneuve, 3661, boul. St-Charles, Lachenaie (Qué.) J6W 3T8. f) Bulletin de l'APOP, 2:2 (Sept. 1984).

C24 a) Le professeur face au changement technologique. b) Analyse des résultats d'un questionnaire adressé aux professeurs du Collège de Bois-de-Boulogne pour vérifier leur perception des nouvelles technologies éducationnelles. Développement d'un cadre conceptuel susceptible de répondre à certaines interrogations concernant l'implantation de ces technologies. Rapport, 52 p. c) Mars 1984. d) E. Brito, et al., Collège de Bois-de-Boulogne, 10555, av. de Bois-de-Boulogne, Montréal (Qué.) H4N 1L4.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C25 a) Learning effectiveness using computer-managed instruction versus lecture to teach health assessment. b) Study to compare student learning and demands on faculty and student time between computer-managed instruction and the lecture approach to teaching the theoretical component of a health assessment course. The subjects consisted of 46 post-RN nursing students enrolled in the Fall term 1983. c) Sept. 1984. d) Pauline Kot, Lynn Skillen and Marilyn Wales, Fac. of Nursing, University of Alberta.

C26 a) Communication media pedagogy. b) Methodological survey of teaching methods applied to the communication media (film, television, radio, holography) with main emphasis on developing self-instructional, programmed materials modules. c) June 1986. d) M.F. Malik and H. Thwaites, Dept. of Communication Studies, Loyola Campus, Concordia University.

C27 a) PIAGO. b) Le projet Piago a pour but de mesurer la qualité de l'intuition physique d'étudiants de Collège I, de mesurer l'effet des cours traditionnels sur cette intuition. De plus, un logiciel de simulation interactive (en LOGO) visant à développer cette intuition sera mis au point et son effet sera mesuré. c) Juillet 1985. d) P. Desautels, Collège de Rosemont, 6400, 16e avenue, Montréal (Qué.) H1S 2S9.

C28 a) Alternate training delivery project, second period electrician apprentices. b) Conversion of an eight-week (240 hours) lab/lecture apprenticeship training course into a self-paced modular format permitting off-site delivery without requiring duplication of the facility. The alternate delivery system was cost-effective, reduced training time, produced greater student throughput, achieved at least equivalent levels of learning and was acceptable to students and staff. c) Aug. 1984. d) G. Worger, L.M. Morgan, M. Ally and Sandra Strong, Northern Alberta Institute of Technology, 11762-106 Street, Edmonton, Alta. T5G 2R1.

C29 a) Academic abilities of the gifted and the concept of differentiated education. b) To evaluate the extent to which recommended practices in the education of the gifted take into account that gifted children require a differentiated education because they learn differently, not just faster or more. c) 1986. d) B.M. Shore, Centre for University Teaching and Learning, McGill University.

C30 a) Obtaining and using student feedback for the improvement of instructional materials: developmental testing and revision. b) Techniques for evaluating guidelines for testing and revision will be experimentally investigated to determine empirically their importance and value. c) 1986. d) G. Geis and Cynthia Weston, Centre for University Teaching and Learning, McGill University; H. Stolovitch, Sciences de l'éducation, Université de Montréal.

C31 a) Faculty development program and curriculum evaluation at the University of Guayaquil in Ecuador. b) Professional development for faculty of the University of Guayaquil through courses and the development of a teaching and learning centre. Courses have included instructional design, curriculum development, research design and learning theories. Plans are being developed for a centre to be patterned to some extent after the McGill University model.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

c) Sept. 1985. d) Cynthia Weston (see above).

C32 a) The improvement of instruction in natural settings. b) Examination of instruction in a variety of environments, particularly in natural settings, to determine which aspects of the teaching situation affect student learning and attitude. c) 1985. d) Pat Cranton, Centre for University Teaching and Learning, McGill University.

C33 a) The reliability and validity of clinical performance evaluations in obstetrics and gynaecology. b) Study and revision of evaluation reports. The ITER is a checklist for evaluating medical students' clinical performance. c) In progress. d) Pat Cranton (see above).

C34 a) Knowledge representations and structures. b) Investigation of critical attributes of key concepts used in university courses in different disciplines. Student knowledge of the attributes and relationships of principal concepts in a course will be tested to determine how students represent knowledge in a course and what strategies they employ with reference to this knowledge. c) 1985. d) Janet G. Donald, Centre for University Teaching and Learning, McGill University.

C35 a) Intellectual-skill acquisition in postsecondary education. b) To study the acquisition of intellectual skills in college and university education. Acquisition models will be compared and a comprehensive framework will be developed. Novice-expert comparisons will be made of intellectual skills in selected disciplinary areas. c) 1987. d) Janet G. Donald (see above).

C36 a) Revision of the student evaluation questionnaire. b) Revision of the student questionnaire used for evaluating teaching at the University of Ottawa. Recommendations are made regarding the questionnaire's composition, the construction of questions and the centralized administrative procedures. c) March 1984. d) Senate Committee on the Evaluation of Teaching and Courses, V. Sistek, chairman, School of Medicine, University of Ottawa. f) Report available from J.-M. Beillard, Secretary of the University, University of Ottawa.

C37 a) Experimental assessment study concerning the impact of the use of audio-visual modules on the learner's academic achievement. b) The study followed in a simulated mode the standard methodology of the established educational process, and tested on first-year medical students the impact of AV modules on the immediate understanding and recall of a conceptual topic, as compared with a control group not exposed to AV modules. A medical topic and a communications topic were used. Concerning the former, a higher differential value of the average examination result in a group exposed to AV of 3.2% seems to be only marginally statistically significant. c) Feb. 1984. d) V. Sistek, School of Medicine, and J. Harrison, Dept. of Communications, University of Ottawa. f) Report available from Teaching Resources Service, University of Ottawa.

C38 a) Correction de travaux de laboratoire par informatique. b) Il s'agit de mettre au point, d'expérimenter et d'évaluer un instrument informatisé destiné à une évaluation des apprentissages des étudiants dans les

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expériences de laboratoire. L'évaluation consiste à dépister les erreurs qui ont pu être commises à diverses étapes de l'expérience. Elle permet de parvenir à un diagnostic pédagogique où l'on peut indiquer à l'étudiant la nature et l'endroit précis de ses erreurs, et ce, sans un investissement de temps prohibitif pour les professeurs. c) Juin 1985. d) J.-L. Charbonneau, Collège de Maisonneuve, 3800, rue Sherbrooke est, Montréal (Qué.) H1X 2A2.

C39 a) Management intern. b) Evaluation of a four-month work experience project for selected women aspiring to management positions. c) 1985. d) S. Bright, Affirmative Action Project, St. Lawrence College, Portsmouth Ave., Kingston, Ont. K7L 5A6.

C40 a) Teaching a second language through subject-matter sheltered courses. b) Increasing students' competence in a second official language through elaboration of subject-matter courses (psychology, history) taught in the second language and tailored to their level of fluency. The subject-matter teacher and the second-language teacher work in conjunction to improve students' writing and verbal skills. c) Ongoing. d) M. Wesche and P. Hauptman, Second Language Institute, and H.P. Edwards and R. Clément, School of Psychology, University of Ottawa.

C41 a) Première visite post-natale chez le pédiatre. b) Mise à l'essai, dans un stage de pédiatrie à l'hôpital Sainte-Justine, Montréal, d'un système de formation intégrant l'audiovisuel (deux vidéos), la simulation avec mannequin et le jeu de rôles. Le système répond aux critères professionnels de la technologie éducative (définis par l'AECT) et garantit à tous les étudiants l'atteinte des objectifs à 90% et plus. Description de la procédure de conception, d'utilisation et d'évaluation du système, résultats obtenus et commentaires de toutes les personnes participant à l'expérience. c) Juin 1984. d) J.-M. Leclerc, Service pédagogique, Université de Montréal; M.H. Gervais, R. Duchesne et J. Viau, Hôpital Sainte-Justine, 3175, ch. de la Côte-Sainte-Catherine, Montréal (Qué.) H3T 1C5.

C42 a) Development of a self-administered study document for library technician programs. b) To develop an instrument which can be used by library technicians to measure their performance against the 1982 *Guidelines for the education of library technicians* of the Canadian Library Association. c) June 1985. d) N. Horrocks, School of Library Service, Dalhousie University.

C43 a) Growth of preservice teachers in a developmental teacher education program. b) Six-year longitudinal study to identify conceptual, skill and ego growth of students in the University of Regina teacher education program. The program has a heavy field component, yet focuses on the importance of academic theory applied in the field classrooms. c) 1987. d) L.L. Cordis and A.G. McBeath, Fac. of Education, University of Regina.

C44 a) Learning materials source book. b) The 218-page book, *A Persistent People*, contains teaching materials that can be used to interpret French-Canadian culture and civilization to English-speaking students. It is divided into twelve units which can constitute a one-semester course or may be used separately as segments of other courses. c) April 1984. d) Jeannette Urbas. f)

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Available from the Association of Canadian Community Colleges, 110 Eglinton Ave. W., 2nd Floor, Toronto, Ont. M4R 1A4.

C45 a) Canadian management: research notes. b) In order to promote Canadian content within the college system, a resource file has been developed. It contains Canadian learning materials which can be used in the management curriculum. c) Second printing 1984. d) J. Redston, Red River Community College, 2055 Notre Dame Ave., Winnipeg, Man. R3H 0J9. f) Available from the Association of Canadian Community Colleges (see above).

C46 a) La formation des maîtres de français en Ontario. c) 1984. d) Claire Beauchemin, Ecole des sciences de l'éducation, Université Laurentienne. f) *Revue des sciences de l'éducation*, 10:3(1984).

C47 a) La formation à l'enseignement du français, langue maternelle, en Ontario: évaluation des besoins. c) 1984. d) Claire Beauchemin (voir plus haut). f) *Entre Nous*, 16:4(1984).

C48 a) La formation des enseignantes et des enseignants de français, langue maternelle, en Ontario: un modèle idéal. c) 1984. d) Claire Beauchemin (voir plus haut). f) *Entre Nous*, 16:5(1985).

C49 a) Techniques infirmières: élaboration d'une séquence pédagogique et méthodologique pour l'enseignement du fil conducteur. b) Portant sur le fil conducteur "communication" à l'intérieur de la relation interpersonnelle infirmière-client, la recherche vise à élaborer un schème de référence, des objectifs terminaux (habiletés), intermédiaires (activités) et spécifiques (comportements) et des critères d'évaluation de l'atteinte des objectifs; à inventorier des moyens d'enseignement; et à identifier les besoins de formation des professeurs en regard des éléments concernant l'enseignement de ce fil conducteur. c) 1985. d) Cécile Audette, Ghislaine Saint-Amour et Louise Leduc-Lalondre, Collège Bois-de-Boulogne, 10555, av. de Bois-de-Boulogne, Montréal (Qué.) H4N 1L4.

C50 a) Un instrument d'évaluation de la formation générale au CEGEP (une adaptation québécoise de l'instrument COMP: College Outcome Measures Project). b) Le projet vise à améliorer la qualité de la formation en fournissant au personnel des collèges un instrument d'évaluation des apprentissages fondamentaux et en contribuant à l'élaboration d'une dimension du concept de la formation fondamentale. c) 1985. d) L. Gadbois, Collège Bois-de-Boulogne (voir plus haut).

C51 a) Dossier-souche sur la formation fondamentale. b) Le projet a pour objectifs d'identifier et d'analyser des écrits et des expériences sur la formation fondamentale au Québec et d'enquêter dans le milieu, particulièrement auprès des enseignants, pour connaître leurs perceptions de la formation fondamentale par rapport aux études documentaires. c) 1985. d) J. Laliberté, Collège Bois-de-Boulogne (voir plus haut).

C52 a) Proposition de modalités de perfectionnement en bureautique aux professeur(e)s de secrétariat du réseau collégial. b) L'avènement des nouvelles

technologies dans la bureautique affectera le programme de formation offert aux élèves de l'option secrétariat et modifiera par conséquent la tâche des professeurs. Le projet a pour but de mettre en place des modalités de perfectionnement des professeurs qui tiennent compte de leurs besoins et des nouvelles exigences de leur tâche professionnelle suite à l'implantation des nouvelles technologies. c) 1985. d) Suzanne Messier et Monique Landry, Collège Bois-de-Boulogne (voir plus haut).

C53 a) Elaboration, expérimentation et évaluation d'une séquence d'habiletés intellectuelles et d'activités d'apprentissage pour l'enseignement de la philosophie. b) Cette phase du projet commencé en 1983-1984 a pour but d'expérimenter la séquence d'objectifs pédagogiques et méthodologiques (élaborée à la phase précédente) auprès d'un groupe expérimental d'élèves en philosophie des cours 101 et 201, d'évaluer l'efficacité et l'impact de cette séquence sur les élèves et les professeurs et de guider les professeurs du collège participant à l'expérimentation. c) 1985. d) C. Péloquin et al., Collège Bois-de-Boulogne (voir plus haut).

C54 a) Inventaire, création et perfectionnement d'instruments linguistiques dans le cadre d'une politique. b) La recherche vise à trouver des solutions de rechange valables aux cours de français correctifs, à inventorier et/ou à créer puis à perfectionner des instruments de base qui serviront à actualiser une politique de valorisation du français au Collège Bois-de-Boulogne, et à établir un encadrement permettant de repérer puis de résoudre les problèmes propres à la communication écrite. L'orientation fondamentale de la démarche est axée sur l'auto-apprentissage pour les utilisateurs. c) 1985. d) C. Racine et al., Collège Bois-de-Boulogne (voir plus haut).

C55 a) L'analyse des effets du cours de psychologie (350-360). b) Le cours "psychologie de l'apprentissage" a été mis sur pied afin de répondre aux besoins des élèves du secondaire dont les relevés de notes indiquaient qu'ils pourraient éprouver des difficultés à réussir au niveau collégial. Le projet présenté vise à analyser les effets du cours sur les habitudes et les attitudes d'apprentissage des élèves, leur note moyenne, le temps consacré à l'étude et la maîtrise et l'estime de soi. c) 1985. d) Susan Kerwin-Boudreau, Collège Régional Champlain, St-Lambert (Qué.) J4P 3P2.

C56 a) Evaluation de certaines dimensions sociales et pédagogiques d'un enseignement multimédiatisé. b) L'enseignement individualisé par une méthode multimédiatisée permet de rejoindre une clientèle dispersée sur le territoire, mais il importe d'évaluer les forces et les faiblesses de cette forme d'apprentissage, en vue d'orienter l'action à venir. La flexibilité de l'horaire et la prise en charge par l'étudiant de son cheminement personnel se révèlent des points forts mais le peu de contacts avec le professeur et les autres étudiants apparaît un point faible. c) Hiver 1985. d) Yolande Tremblay, J.-L. Plante et Y. Bouchard, Dép. des sciences de l'éducation, Université du Québec à Rimouski.

C57 a) Vers des politiques départementales d'évaluation des apprentissages. b) Le projet vise à élaborer une politique-cadre d'évaluation des apprentissages qui reflètera et inspirera les politiques départementales: réalisation

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d'un inventaire des idéologies et des pratiques locales, préparation d'un document institutionnel dans lequel on trouvera un cadre de références et une politique de gestion des évaluations des apprentissages. c) 1985. d) J.-P. Raîche et R. Nappert, Collège de Drummondville, 960, rue Saint-Georges, Drummondville (Qué.) J2C 6A2.

C58 a) La pratique pédagogique et le sexisme. b) La recherche consiste à mettre sur pied une dynamique de sensibilisation des enseignants et des enseignantes au sexisme dans l'éducation des enfants et à ses conséquences sur l'avenir respectif des clientèles étudiantes féminine et masculine. Elle comporte une phase d'enquête et une phase de production de documents. L'objectif général est de favoriser une prise de conscience de la problématique du sexisme dans le réseau de l'enseignement collégial pour des changements chez les personnes et dans leurs pratiques, et de favoriser la transformation progressive des attitudes. c) 1985. d) Lise Hort et M. Angers, Collège de Drummondville (voir plus haut).

C59 a) Effets motivationnels et sommatifs de l'évaluation par réussite-échec à paliers. b) Le projet a pour objectifs de comparer l'efficacité de l'évaluation par paliers à celle d'évaluations traditionnelles en termes d'atteinte des buts d'un cours; de comparer l'état motivationnel des élèves d'un même cours soumis soit à l'évaluation par paliers, soit à une évaluation traditionnelle; de comparer l'efficacité de l'évaluation par paliers dans des matières scientifiques et des matières "non scientifiques" et de comparer l'état motivationnel résultant de l'évaluation par paliers chez des élèves de jour (plein temps) et chez des élèves adultes de soir. c) 1985. d) B. Demers, Collège Edouard-Montpetit, 945, ch. de Chambly, Longueuil (Qué.) J4H 3M6.

C60 a) Implantation d'un système informatique LOGO dans le cours de linguistique 601-902. b) L'objectif général est d'implanter un environnement LOGO dans le cours de linguistique 601-902. Les objectifs spécifiques sont d'élaborer et de valider un "modèle d'implantation," i.e. un cadre pédagogique expérimental qui tienne compte des caractéristiques d'un environnement LOGO, des objectifs et du contenu du cours; et d'expérimenter ce cadre pédagogique et d'en évaluer les effets sur le comportement d'apprentissage des étudiants. c) 1985. d) J. Rollins et A.G. Turcotte, Collège Edouard-Montpetit (voir plus haut).

C61 a) Projet d'évaluation institutionnelle du programme de perfectionnement des responsables d'équipe (PPRE). b) Le projet a pour but de connaître la valeur du PPRE en vue d'en améliorer les points faibles, de le rajeunir le cas échéant, de planifier plus adéquatement les opérations des prochaines années, et de connaître les effets positifs de la formation auprès de la clientèle. c) 1984. d) P. Couture, Collège de Lévis-Lauzon, 205, rue Mgr. Bourget, Lauzon (Qué.) G6V 6Z9.

C62 a) The professionalization of service occupations: a comparative historical analysis of hairdressing and child care. b) Creation of a file of material to be used for a comparative historical analysis of the professionalization of skill regulation in two service occupations. It will form part of a manuscript on the production of work experience. c) April 1985. d)

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R.I. Simon, Dept. of Educational Administration, Ontario Institute for Studies in Education.

C63 a) La planification du changement dans la révision des programmes d'études. b) La recherche a pour but d'enquêter sur la révision de la formation infirmière au collégial entre 1977 et 1984, en vue de dégager les stratégies qui ont contribué ou nui à la planification des changements proposés dans ce programme, et de comprendre comment se sont articulées les interactions qui ont abouti aux changements d'attitudes et de comportements correspondant aux orientations des nouveaux plans d'études. Il y a deux objectifs spécifiques. Le premier est de savoir de quoi s'inspirent les changements en éducation; le second se rapporte d'avantage à la façon d'aborder la planification du changement, c'est-à-dire, comment. c) 1985. d) Cécile Lambert, Collège de Maisonneuve, 3800, rue Sherbrooke est, Montréal (Qué.) H1X 2A2.

C64 a) Les handicapés de l'écriture. b) La recherche vise à déterminer dans quelle mesure des élèves très déficients sur le plan de la langue écrite peuvent combler leurs lacunes par le biais d'un service de consultation libre et personnalisé, et à déterminer les rapports entre la performance linguistique et les divers traits d'ordre affectif comme la motivation, l'image de soi et l'attitude face à l'avenir. c) 1985. d) Louise Desjardins, Collège de Maisonneuve (voir plus haut).

C65 a) Validation, expérimentation et évaluation d'un didacticiel en relations humaines. b) Le projet a pour but d'évaluer un didacticiel en relations humaines, produit en 1983-1984. Trois volets: évaluation du contenu; évaluation du point de vue structural et fonctionnel et de la clarté des manuels d'accompagnement; et évaluation de l'impact pédagogique (au niveau affectif et cognitif) du didacticiel par rapport à un exercice écrit. c) 1985. d) Lucie Trépanier, Collège de Maisonneuve (voir plus haut).

C66 a) Construction d'un didacticiel "intelligent" pour l'aide à la lecture d'un texte. b) Le système DEREDEC est un logiciel s'inscrivant dans les recherches sur l'intelligence artificielle appliquées à l'étude de textes par ordinateur. L'objectif du projet est de voir comment utiliser DEREDEC, et en particulier sa fonction APLEC, pour produire des didacticiels adaptés à un enseignement comme celui de la philosophie, c'est-à-dire un enseignement qui porte sur des concepts non exacts et non algorithmiques et qui repose massivement sur l'utilisation de textes. c) 1985. d) J.-G. Daoust, Collège de Maisonneuve (voir plus haut).

C67 a) Enquête sur un projet éducatif au CEGEP de Matane. b) Deux objectifs: clarifier la façon dont la notion de projet éducatif peut s'appliquer à la réalité institutionnelle du niveau collégial; procéder à une enquête dans le milieu sur des pratiques pédagogiques signifiantes qui, par la clarté de leur formulation et la continuité de leur expérimentation, incarnent de façon exemplaire certaines options pédagogiques. c) 1985 d) R. Lavertu et G. Rouzier, Collège de Matane, 616, St-Rédempteur, Matane (Qué.) G4W 3P7.

C68 a) Analyse des besoins du collège en informatique pédagogique. b) Les objectifs du projet sont d'identifier auprès des intervenants du milieu

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leurs besoins actuels et "potentiels" en informatique pédagogique, de recueillir des informations pertinentes auprès de quelques institutions sur quelques aspects de la problématique dégagée et d'identifier des lignes directrices du plan de développement du collège à court et à moyen terme en informatique pédagogique. c) 1985. d) C. Gagnon, Collège de la Région de l'Amiante, 671, boul. Smith sud, Thetford Mines (Qué.) G6G 1N1.

C69 a) Le développement de la pensée formelle par les méthodes Logos et BBGR. b) Le but est d'expérimenter les méthodes Logos et BBGR conjointement et isolément afin d'en évaluer l'impact sur le développement de la pensée formelle des élèves et de mesurer leur progression dans l'acquisition de la pensée formelle. c) 1985. d) J.-M. Briand, J. Désilets, D. Roy et Anita G. Trépanier, Collège de Rimouski, 60, rue de l'Evêché ouest, Rimouski (Qué.) G5L 4H6.

C70 a) Delphes. b) Continuation du projet "Duforo" qui consistait à définir une structure de didacticiel utilisable sur micro-ordinateur et destiné à supporter l'enseignement des probabilités et de la statistique descriptive. Les objectifs visés sont: définir dans le logiciel et dans sa documentation des normes comparables aux normes du domaine et répondant aux besoins de la pédagogie du monde collégial; adapter les programmes aux exigences du monde du travail; compléter le travail entrepris quant au contenu statistique et au calcul des probabilités; rédiger un document sur les bases théoriques et l'environnement pédagogique de Duforo; et expérimenter le logiciel Duforo afin de valider l'outil auprès des élèves et des enseignants. c) 1985. d) J.-P. Dufresne, C. Foucault et S. Hanley, Collège de Valleyfield, C.P. 308, Salaberry-de-Valleyfield (Qué.) J6T 1X6.

C71 a) Evaluation et production de didacticiels en chimie, mathématiques et physique. b) Le projet a pour but de créer une grille d'évaluation qualitative et quantitative des logiciels par rapport à des critères de qualité, d'efficacité et de pertinence; de rédiger un texte expliquant la grille d'évaluation; d'inventorier et d'évaluer des logiciels existants en physique, chimie et mathématiques; et de produire un logiciel pour chacune de ces disciplines, soit par traduction et adaptation d'un logiciel intéressant, soit par création. c) 1985. d) Renée Desautels, R. Litzler et P. Vaillancourt, Collège de Rosemont, 6400, 16^{e} Avenue, Montréal (Qué.) H1X 2S9.

C72 a) Analyse et évaluation du processus de reconnaissance des acquis expérientiels dans le programme 180.00 appliqué à un groupe de 30 infirmières auxiliaires. b) Suite à l'élaboration d'un processus de reconnaissance d'acquis expérientiels et de son application à un groupe de 30 infirmières auxiliaires inscrites au programme 180.00 on procède à l'analyse et à l'évaluation globale de l'expérimentation. Les conclusions devraient permettre de préciser les orientations à donner au dossier de la reconnaissance des acquis expérientiels contre les programmes d'enseignement professionnel. c) 1985. d) Diane B. Villeneuve, A. Savard et J.G. Landry, Collège de St-Félicien, 1105, boul. Hamel, St-Félicien (Qué.) G0W 2N0.

C73 a) Evaluation des possibilités d'utilisation des banques d'informations (données) dans les cours de sociologie. b) Afin d'évaluer les possibilités d'utilisation des banques d'informations dans l'enseignement de la

sociologie, le projet a pour but d'inventorier les différentes banques existantes et leurs coûts d'utilisation; d'évaluer l'utilisation par un groupe d'étudiants d'une banque d'informations particulière et d'un programme d'analyse statistique comme s.p.s.s. dans le cadre d'une activité qui vise à initier les étudiants à la recherche et à l'analyse sociologique; et de déterminer l'encadrement pédagogique nécessaire à l'utilisation par l'étudiant des banques d'informations. c) 1985. d) J. Fournier, Collège de Sherbrooke, 475, rue Parc, Sherbrooke (Qué.) J1H 5M7.

C74 a) Développement intellectuel et apprentissage du calcul infinitésimal à l'aide du langage LOGO. b) L'objectif est de construire une démarche d'enseignement et d'apprentissage du calcul infinitésimal basée sur l'utilisation du micro-ordinateur en mode de programmation LOGO, et d'étudier l'apport de cette démarche dans la formation intellectuelle et mathématique de l'étudiant. c) 1985. d) Jacqueline Thibault-Giard, Collège de Sherbrooke (voir plus haut).

C75 a) The effect of an undergraduate nursing course in palliative care on death anxiety and attitudes to care of the dying in nursing students and new graduates. b) A quasi-experimental design is used to evaluate the effectiveness of a third-year, undergraduate course on palliative care. Two dependent variables, death anxiety and attitudes to care of the dying, are measured in three groups of students at the start of the third year, at its end and one year after graduation. Three cohorts of students are being studied (total sample about 300). c) Summer 1985. d) Christina M. Gow and Lesley F. Degner, School of Nursing, University of Manitoba.

C76 a) Accountability: a competency-based curriculum in therapeutic recreation. b) To compare a competency-based curriculum and a "traditional" curriculum. Report, 16 p. c) Jan. 1984. d) C.L. Killingsworth, Dept. of Leisure Services and Physical Education, Mount Royal College, 4825 Richard Rd. S.W., Calgary, Alta. T3E 6K6.

C77 a) Joint power engineering CML project (SAIT, NAIT, Keyano College). b) To develop a computer-managed learning package for fourth- and third-class power engineering, based on SAIT's power engineering correspondence course. c) June 1985. d) P. von Stein, Southern Alberta Institute of Technology, 1301-16 Ave. N.W., Calgary, Alta. T2M 0L4.

C78 a) Instructional improvement project. b) To add a graphic "slide" capability to SAIT's computer-managed learning system. On failure of a module, students are directed to a graphics terminal to view a series of color slides on the topic, after which they are given another module test. c) 1984. d) Jeanette Demicell, Southern Alberta Institute of Technology (see above).

C79 a) Educating teachers in a new way. b) Exploration of the reform literature on teacher education and description of the development of new teacher education programs at the University of Regina. c) In progress. d) J. Schaller and H. Lang, Fac. of Education, University of Regina.

C80 a) Variations on a theme by Kolb: a model for understanding counselling supervision. b) Examination of the role of the four "learning styles"

identified by Kolb in clinical counselling and in the supervision of counsellors-in-training. It is argued that counsellors and supervisors must be aware not only of the well-developed modes in themselves and their clients (students), but also of the underdeveloped modes. It is shown by means of clinical dialogue that a counsellor and client, each with similar underdeveloped modes of learning, may thwart good intentions and otherwise sound techniques in attempting to achieve change. Implications for training counsellors are discussed. c) Dec. 1984. d) D.S. Abbey, D.E. Hunt and J. Weiser, Dept. of Adult Education, Ontario Institute for Studies in Education.

C81 a) Applications of dual scaling to adult education research. b) Manuscript preparation. c) April 1985. d) D.S. Abbey (see above).

C82 a) Development of training materials in the area of family therapy. b) A prototype kit for the training of professionals in the conduct of family therapy having been produced, the materials are now being field-tested and prepared for publication. c) 1985. d) D.S. Abbey (see above).

C83 a) Interactive COBOL proposal. b) Development and production of an interactive computer-assisted instruction course for training COBOL programmers in colleges of applied arts and technology. c) 1984. d) W.P. Olivier, G.F. Scott and E. Sakamoto, Ontario Institute for Studies in Education.

C84 a) The individualization program. b) Continuing project to develop and deliver computer-assisted instruction to colleges and schools. c) Ongoing. d) W.P. Olivier, G.F. Scott and E. Sakamoto (see above).

C85 a) Intermediate fire behavior - an interactive computer videotape program using an Apple II computer and 1/2 inch VHS videotape. b) Production of training materials for forest rangers. A major objective was to demonstrate the potential of the interactive computer-videotape technology. c) 1984. d) W.P. Olivier (see above).

C86 a) Process skills. b) Design of an undergraduate analytical chemistry lab course to emphasize non-content aspects of lab work in non-academic settings. c) 1984. d) G.F. Atkinson, Dept. of Chemistry, University of Waterloo. f) *J. Chem. Educ.* 61(1984) 413-414.

C87 a) Computer-managed instruction as part of a personalized system of instruction (PSI) course in introductory psychology. b) With the use of Phoenix, an interactive computer-based training system, testing components of an introductory psychology course, already set up in a PSI format, will be evaluated. It will allow information to be collected on the feasibility of using a main frame computer for computer-based instruction at the first-year university level. c) May 1985. d) Emir A. Andrews, Verena Gosse and R. Maddigan, Psychology Dept., Memorial University.

C88 a) Apprentissage de la méthode scientifique par simulation sur ordinateur de travaux de laboratoire en biologie. b) On veut vérifier comment des étudiants adultes peuvent effectuer des apprentissages en génie génétique à l'aide du vidéo-disque interactif couplé au micro-ordinateur. c) Eté 1986.

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d) Y. Bertrand, Télé-université, 214, av. Saint-Sacrement, Québec (Qué.) G1N 4M6.

C89 a) University writing programs. b) The report presents an overview of competency requirements and representative writing programs (expository writing, lit./comp., interdisciplinary, remedial, ESL) at North American universities. Includes a discussion of commonly used testing procedures for diagnostic and placement purposes. c) June 1984. d) Maria Turner, Dean's Office, Arts and Sciences, University of Winnipeg.

C90 a) Writer type and writing blocks: toward easing student writing problems. b) Using a Jungian personality-type test (Myers-Briggs) as a diagnostic for student writing blocks, the case studies gauge the validity of the test and trace the alleviation of various writing blocks in different kinds of students. c) Ongoing. d) M.J. Evans, Dept. of English, University of Winnipeg.

C91 a) Innovative teaching styles and curriculum in an interdisciplinary postsecondary institution. b) To examine the most significant innovations in curriculum and teaching styles presently practised in an interdisciplinary humanities department at a Quebec college. What are the most creative changes that have been attempted? Why were they tried? How successful have these efforts been? Do they lead to a new liberal arts? c) May 1985. d) H. Wagschal, Humanities, Dawson College, 350 Selby St., Westmount, Que. H3Z 1W7.

C92 a) Towards a phenomenology of becoming an art teacher. b) The study explores the questions: What is the process one undergoes in becoming a teacher? What is it like and what does it mean to be a student teacher? Through the methods of existential phenomenology and hermeneutical philosophy, the experience of three student teachers as they participate in a program of art teacher education is revealed and interpreted. c) Sept. 1985. d) H. Pearse, Art Education Division, Nova Scotia College of Art and Design, 5163 Duke St., Halifax, N.S. B3J 3J6. f) PhD thesis, Dalhousie University, 1984. Article, "Being a Student Teacher," in *Canadian Review of Research in Art Education*, Spring 1985.

C93 a) OMNISIM: a programless authoring system to create computer-based learning authoring systems. b) Development of an authoring system permitting educators to create lessons (courseware) for microcomputer delivery. It requires no language learning, is easy to learn and use, and results in immediately testable lessons. c) Ongoing; project report Dec. 1985. d) M. Szabo, Computing Services, and K.M. Bagnall, Fac. of Medicine, University of Alberta.

C94 a) Dossier-souche sur la formation fondamentale. b) Analyse de la documentation américaine, française, anglaise, canadienne et québécoise pertinente à la formation générale ou fondamentale dans l'enseignement postsecondaire. Voir aussi C51. c) Juin 1986. d) J. Laliberté et P.-E. Gingras, Centre d'animation, de développement et de recherche en éducation (CADRE), 1940, boul. Henri-Bourassa est, Montréal (Qué.) H2B 1S2. f) *La formation fondamentale: la documentation américaine*, CADRE, 1984, 122 p.

See also/Voir aussi:

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

A9 New technologies in education in Canada: issues and concerns.

A10 The high technology industry and education in Canada.

A27 Structures and levels of technological education: case study for Canada.

A33 Canada's community colleges.

A35 The business of Canadian business education.

A38 Avis du Conseil des collèges au ministre de l'Education.

A40 Nursing administration.

A43 Recherche-action sur l'intégration de la micro-informatique au CEGEP.

A62 Continuity and renewal: the demands of excellence.

A68 Faculty participation in teaching improvement programs.

A69 A history of teacher education in Manitoba.

A73 Gerontology program: needs or necessity?

A77 Projet d'encadrement des élèves sourds.

E15 Education et besoins des Franco-Ontariens.

E41 Courses, gender and performance in geography.

F19 Exploring the principles of andragogy: some comparison of university and community college learning experiences.

F24 Etude des besoins en biotechnologie.

F31 Assessment of a low-cost digital audio system as a means of decreasing production costs.

F32 Implementation of an integrated text-preparation system for course development and production.

F35 Instructional design checklist for instructional modules.

F36 OLIAS courseware authoring system.

F37 Cross-cultural transferability of science distance education material.

F38 Transfer of science distance education expertise.

F42 Expérimentation du portfolio pour reconnaître les acquis de formation.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) The status of university counsellors. b) Report of a survey of university counselling directors. Whether counsellors belong to the faculty association or union and have faculty status and the right to sabbaticals. c) Jan. 1984. d) R.E. Warner, Counselling Service, Ryerson Polytechnical Institute. f) *University Affairs*, March 1984, p. 22.

D2 a) Academics and their writing. b) Investigation of the approaches to academic writing reported by a sample of faculty members from the Universities of Waterloo and Keele (U.K.). c) 1984. d) C.K. Knapper, Teaching Resource Office, University of Waterloo; J. Hartley, University of Keele, England. f) *Studies in Higher Education*, 9:2(1984) 151-167.

D3 a) Faculty views of collective bargaining. b) Survey of faculty at eight universities. Data collected also on demographics and opinions of their jobs and university governance. c) 1985. d) M. Thompson, Fac. of Commerce, University of British Columbia; A.M. Ponak, Fac. of Management, University of Calgary.

D4 a) The academic work process and academic workers in Canada. b) Study of how intellectual work is organized and carried out in universities; the effects on the organization of academic work of fiscal crisis and government policies on higher education; the political struggle within universities to control the work process; the differentiation of university administrative structures; particular changes affecting the work process such as diversification of the academic work force, separation of teaching and research foci of scholarship and attack on tenure; and faculty unionization as a political strategy. Based on data from universities in British Columbia, Ontario and Nova Scotia and in Britain and South Africa. c) Summer 1986. d) H. Buchbinder, Atkinson College, and Janice Newson, Glendon College, York University. f) Preliminary paper in forthcoming proceedings, Conference on the Professoriate, OISE, October 1984.

D5 a) Academic work, productivity and career paths in Canadian universities: a pilot study. b) Pilot study to develop data collection techniques and to test interview and survey procedures. The procedures (telephone interviews and collection of curricula vitae) produced a 74% response rate. The project has resulted in a design for a national study that would take into account such variables as demographic and background characteristics, current academic appointment, work load, early career, research activity, institutional ranking, institutional policies on merit and promotion, and provision of research resources. c) May 1984. d) Alice L. Boberg, Fac. of Education, and R.A. Wanner, Dept. of Sociology, University of Calgary.

D6 a) Les professeurs d'université au Canada. b) Etude de l'évolution de la profession: nombre, sexe, discipline, syndicalisation, salaires, tâches

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et citoyenneté. On y fait le relevé des sources existantes d'information et une recension des écrits au Canada et ailleurs. Ce projet fait partie d'une étude historico-statistique sur quatre professions. c) Août 1985. d) Marie Andrée Bertrand, Ecole de criminologie, Université de Montréal.

D7 a) Implications of the aging of the Ontario professoriate. b) Statistical study of the future professoriate of Ontario universities using a variety of hypotheses as to retirements, by sex, rank, area of specialization and institution. c) Fall 1985. c) Cicely Watson and S. Quazi, Higher Education Group, Ontario Institute for Studies in Education. f) Paper presented at the 1984 OISE Conference on the Professoriate and to be published in the collected conference papers. Monograph to be published in 1985.

D8 a) Manpower flexibility policies in Ontario universities. b) Survey of policies, negotiated in the mid-1970s to increase the flexibility of faculty employment, to assess three perceptions of their use: according to information received from executives of faculty associations, senior administrations of institutions and a sample of professors. c) Fall 1985. d) Cicely Watson and B.L. Hansen, Higher Education Group, Ontario Institute for Studies in Education. f) Publication as for previous entry.

D9 a) The part-time teachers of adults employed by the continuing education divisions of selected colleges in Ontario. b) Four-year longitudinal study to learn about these teachers in terms of the reasons why they first came to teach adults, their qualifications, the support received from their colleges, the ways their work is evaluated, what they learned in order to teach adults, and the kind of orientation they received prior to teaching adults. c) May 1985. d) J.A. Draper, Dept. of Adult Education, Ontario Institute for Studies in Education.

D10 a) Ontario universities benefits survey. b) Two volumes of which volume I (73 p.) describes all benefits excluding pension and volume II (44 p.) the pension benefits available to employees in 17 Ontario institutions. c) 1984. d) University of Western Ontario. f) Available from Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

D11 a) The professoriate of Ontario: professors of education as a case in point. b) Description of the work force in place and a brief analysis of salary, age, rank and experience as variables across areas of specialization. c) Fall 1984. d) J.W. Holland, S. Quazi and N. Selinger, Higher Education Group, Ontario Institute for Studies in Education. f) Paper presented at the 1984 OISE Conference on the Professoriate and to be published in the collected conference papers, 1985.

D12 a) Study of the impact of the removal of mandatory retirement on Canadian universities. c) March 1985. d) Sheryl Bond, Associate Vice-President (Academic Staff), University of Manitoba.

D13 a) Part-time academics: institutional needs and career dilemmas. b) Papers presenting the results of a questionnaire survey of members of Unit 2, Canadian Union of Educational Workers, at York University regarding their social

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characteristics (gender, age, marital status), highest degree obtained, reasons for teaching part-time, job satisfaction and expectations for the future. Interviews with selected respondents and faculty deans. c) In progress. d) Maureen Baker, Research Sociologist, House of Commons, Ottawa, Ont. K1A 0A6; Katherina L.P. Lundy, Dept. of Sociology, Erindale Campus, University of Toronto, Mississauga Road N., Mississauga, Ont. L5L 1C6; Barbara D. Warmé, Writing Workshop, York University.

See also/Voir aussi:

A1 The transformation of Ontario universities since World War II.

A16 Mémoire de la FAPUQ à la Commission MacDonald.

A17 History of university autonomy and academic freedom in Canada.

A21 A decade in review: educational spending, enrolments and staffing in Manitoba.

A38 Avis du Conseil des collèges au ministre de l'Education.

A56 Women in university education: oral histories of nursing educators.

A61 Ontario universities: options and futures/Les universités de l'Ontario: options pour l'avenir.

A62 Continuity and renewal: the demands of excellence.

A68 Faculty participation in teaching improvement programs.

B17 Canadian engineering manpower inventory.

B26 "Please, Sir, I want some more": Canadian universities and financial restraint.

B36 A statistical profile of the social sciences in Canada.

C24 Le professeur face au changement technologique.

E1 Report on a survey of sociology graduate students, 1983-84.

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Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants.

E1 a) Report on a survey of sociology graduate students, 1983-84. b) Questionnaire survey of all graduate sociology students at York University. Topics included in the 17-page report are: decisions about graduate study, finances, background, the sociology program, its general administration, the faculty, the role of teaching assistants, and part-time studies. c) Sept. 1984. d) C.J. Jansen, Dept. of Sociology, York University.

E2 a) Accessibility to postsecondary education in Canada. b) Regional/provincial analysis of research findings and knowledge concerning educational participation rates in universities, colleges and technical institutes. A conceptual analysis of accessibility and an extensive literature review are also provided. c) Jan. 1985. d) P. Anisef, Dept. of Sociology, York University, et al. f) Secretary of State, Education Support Branch, Ottawa, Ont. K1A 0M5, Feb. 1985.

E3 a) Study of the academic achievement of student athletes at the University of Western Ontario. b) Academic records of student athletes who received 1st or 2nd colors in intercollegiate sport are used to compare the performance of athletes with that of the rest of the undergraduates. Objectives are to detect any pattern re male/female participation and variation across sports. The provision of study skills counselling to athletes will also be studied. c) March 1985. d) Barbara Brown, Fac. of Physical Education, Fiona Goodchild, Counselling Services, and Helen Luckman, Intercollegiate Athletics, University of Western Ontario.

E4 a) Choice of higher education by Ontario grade 13 students. b) Results of a series of group interviews with high school students that probed their choice of career or further education after leaving school, perception of colleges and universities, and factors underlying selection of institution and program. c) 1984. d) C.K. Knapper, Teaching Resource Office, University of Waterloo.

E5 a) Success of Guelph BA students. b) Analysis of student performance of those who entered the BA program in 1976-77, using only administrative data from student information records. c) Winter 1985; draft paper Fall 1984. d) M. Kupferschmidt and J. Vanderkamp, College of Social Science, University of Guelph. e) J. Vanderkamp.

E6 a) Determinants of university enrolment. b) Econometric analysis of

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the time pattern of university participation rates across provinces, 1951-83. c) Winter 1985; preliminary paper May 1984. d) J. Vanderkamp (see above).

E7 a) Predicting university success based on high school performance: a commerce sample. b) Indicators of high school performance (grade 11 and 12 averages, 11 math, 11 English, 12 math, 12 English, etc.) were used to analyse the first-year performance of 303 Nova Scotia high school graduates entering a commerce program. c) July 1984. d) F.C. Miner, Fac. of Commerce, Saint Mary's University.

E8 a) The use of consultation reports as a measure of assessing the clinical competence of medical residents, interns and clerks. b) Assessment of medical consultation reports as a means of predicting clinical competence. Differences are shown between clinical clerks, interns and residents in their performance abilities. The assessment scale is shown to have objectivity, reliability and validity. c) June 1984. d) G.A. McCain, R.K. Stuart, J.E. Molineux and L.L. Pederson, Fac. of Medicine, University of Western Ontario.

E9 a) Impact of high school accounting courses on performance in introductory university accounting courses. b) Students in a first-year introductory accounting course were polled regarding prior accounting courses they had taken. University test results of those who had never taken accounting before were compared to those who had taken it in high school. c) July 1984. d) Carol A. McKeen, School of Business, Queen's University.

E10 a) Interaction between physically-disabled and able-bodied people. b) Investigation of cognitive variables which affect social anxiety and facilitate or hamper social interaction between physically-disabled and able-bodied college students. Two projects: validation of the College Interaction Self-Statement Test and comparison of able-bodied and disabled students' self-statements concerning interaction with each other; and investigation of the role of different types of cognitions in determining able-bodied students' comfort in interacting with disabled students. The effects of the valence (positive or negative) and focus (on self, the other person or the situation) of able-bodied and disabled students' cognitions and the effects of different sequences of cognitions are explored. c) May 1985. d) Catherine S. Fichten, Dawson College, 535 Viger St., Montreal, Que. H2L 2P3; Claudia V. Bourdon, Ecole Secondaire Van Horne, 4810 Van Horne, Montreal, Que. H3W 1J3.

E11 a) The satisfaction and happiness of university students in 40 countries. b) Survey of at least one university in each of 40 countries, including a sample of 300 undergraduates in each, of their satisfaction and happiness with life as a whole and a dozen domains of life. Cross-cultural comparison and test of multiple discrepancies theory. c) Dec. 1986. d) A.C. Michalos, Dept. of Philosophy, University of Guelph.

E12 a) Sources of stress in third-year baccalaureate nursing students. b) Qualitative study into sources of stress. Anecdotal accounts of the most stressful incident experienced by third-year students in their previous semester were collected and classified. The effects of the incident on learning and the systems experienced during the incident were also elicited. c) Jan. 1984.

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d) Tamara Zujewskyj and Louise M.G. Davis, Fac. of Nursing, University of Alberta.

E13 a) Les caractéristiques émotives, comportementales et cognitives associées à la réussite en mathématiques chez les étudiants de niveau collégial. b) On veut vérifier si, et dans quelle mesure, la réussite en maths au collégial est associée à l'anxiété des étudiants face à cette matière, et à différents comportements d'étude inappropriés conçus comme des manifestations comportementales d'anxiété: évitement de l'étude, démission rapide en cas de difficulté, etc. De plus, on mettra ces différentes mesures d'anxiété en rapport avec des croyances et attentes irréalistes reliées à la réussite en maths. c) Juin 1985. d) Y. Blouin, Service de psychologie et d'orientation, Collège François-Xavier Garneau, C.P. 6300, Sillery (Qué.) G1T 2S5.

E14 a) Central Alberta student and teacher behaviors and attitudes related to war. b) Cross-sectional survey of war-related behaviors and attitudes among a sample of 690 students and 90 teachers selected by type of school, grade 7 through college and university. Diverging and converging response patterns were examined, by education level, gender and type of school and college, in war-play, war-talk, war beliefs and war concerns and ways of dealing with them. The null-hypothesis, percentages and chi-square probabilities were used heuristically to find patterns of association in cross-tabulated data. There was a strong convergence in belief in a WW III with nuclear weapons. c) June 1984. d) B.Y. Card, Fac. of Education, University of Alberta. f) Red Deer College Bookstore, Red Deer, Alta. T4N 5H5, $4.00, xi and 117 p.

E15 a) Education et besoins des Franco-Ontariens. b) Diagnostic d'ensemble des problèmes du système d'éducation desservant la population de langue française en Ontario et notamment du problème de l'accessibilité aux études post-secondaires. Des dépouillements d'inscriptions aux collèges communautaires et aux universités sont présentés pour des périodes respectives de sept et six ans, jusqu'en 1982. Le rapport contient des recommandations concernant les politiques d'organisation des institutions, le financement et les programmes d'études. c) Jan. 1985. d) S. Churchill, N. Frenette et S. Quazi, Ontario Institute for Studies in Education. f) Sera publié par le Ministère de l'Education et des Collèges et Universités, Ontario, printemps 1985.

E16 a) Accessibilité à l'enseignement postsecondaire: une recension des écrits québécois. b) Analyse critique et rapport-synthèse des écrits publiés au Québec depuis 15 ans sur le thème de l'accessibilité. L'étude sera contenue dans un rapport national coordonné par P. Anisef, York University. c) Oct. 1984. d) Marie Andrée Bertrand, Ecole de criminologie, Université de Montréal.

E17 a) Performance cognitive de futurs professionnels de l'intervention. b) Le niveau cognitif de 48 étudiants universitaires en sciences humaines est mesuré à l'aide d'épreuves opératoires papier-crayon relevant du schème de la combinatoire des probabilités et du contrôle des variables. Le pourcentage des étudiants atteignant les niveaux formels A et B aux deux épreuves du contrôle des variables ne dépasse pas 50% alors que celui obtenu aux épreuves de probabilités et de combinatoires est de 90%. Les résultats sont analysés en fonction de l'effet de l'apprentissage scolaire et du contenu des tâches. c)

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Fév. 1984. d) S. Larivée et Sylvie Normandeau, Ecole de psycho-éducation, Université de Montréal. f) *La revue canadienne d'enseignement supérieur*, 14:2 (1984) 33-48.

E18 a) L'évaluation du niveau cognitif des étudiants en sciences humaines appliquées: actualité et prospectives. b) Suite à une étude sur l'évaluation du niveau cognitif (au sens piagétien) d'étudiants universitaires en sciences humaines appliquées, on s'interroge sur la validité écologique des épreuves opératoires classiques pour mesurer la cognition adulte en général et d'étudiants universitaires en particulier. Quatre autres modèles de type génétique sont brièvement analysés. On conclut que si les solutions de rechange aux épreuves opératoires classiques sont théoriquement intéressantes, elles demeurent encore peu opérationnelles sur le plan de la mesure. c) Fév. 1984. d) S. Larivée et Sylvie Normandeau (voir plus haut). f) *Rapport de recherches 28*, Ecole de psycho-éducation, Université de Montréal.

E19 a) L'accès à l'université au Québec, mesure du phénomène selon le sexe et la langue maternelle de 1978-1979 à 1981-1982. b) A l'aide des premières inscriptions à un programme de premier cycle ventilées selon l'âge, le sexe et la langue maternelle, des taux d'accès ont été calculés et ces taux permettent à leur tour d'estimer la proportion d'une génération qui accèdera à l'université au cours de sa vie. c) Août 1984. d) A. Lespérance, Direction des études économiques et démographiques, Ministère de l'Education, Edifice G, 8e étage, 1035 De La Chevrotière, Québec (Qué.) G1R 5A5.

E20 a) Intentions of grade 12 students, 1984. b) Information on post-high school plans and intentions of some 9,500 grade 12 students in Manitoba schools in 1983-84. Various influences on student plans were also recorded. Summary and detailed reports. c) March 1984. d) H.F. McCort, Planning and Research Branch, Manitoba Education, 221-1200 Portage Ave., Winnipeg, Man. R3G 0T5.

E21 a) Credit for prior learning from a Canadian perspective. b) The 20-page paper examines US systems for granting academic credit for learning that has occurred outside educational institutions, discusses issues related to this concept, describes the Canadian situation and comments on the future of credit for prior learning. A 12-page annotated bibliography is provided. c) May 1984. d) Janette Baker, Educational Development Office, York University.

E22 a) Caractéristiques d'étudiantes choisissant des disciplines traditionnelles et non traditionnelles, une étude de cas: l'Université McGill. b) Examen des aspirations scolaires et professionnelles d'étudiantes universitaires en relation avec leurs antécédents familiaux, le programme d'études choisi et leur conception du rôle de la femme. On tentera de découvrir si les étudiantes choisissant une discipline non traditionnelle (génie, architecture et sciences dentaires) sont différentes de celles qui choisissent une discipline traditionnelle (sciences infirmières, sciences de réadaptation), et en quoi. c) 1986. d) Céline Guilbert, 5833 Marquette app. 3, Montréal, Qué. H2G 2X8. f) "Personnes influençant le choix de carrière des filles," *Actes*, Colloque de l'Institut canadien de recherches sur l'avancement de la femme, UQAM, Montréal, nov. 1984.

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E23 a) A comparative study of international students subjected to different tuition levels at Quebec universities. b) Comparison of selected characteristics of a group of international students exempted from differential fees and those of a group required to pay these fees; variables include academic status, funding sources, socio-economic backgrounds and personal significance of fee levels. Questionnaire survey of students registered at Quebec universities in 1983-84. c) Aug. 1984. d) Kim E. Bartlet. f) MA thesis, Fac. of Graduate Studies and Research, McGill University.

E24 a) Transfer study. b) Three-year study of students transferring credits from Grant MacEwan Community College to the University of Alberta. c) July 1986. d) J.M. Small and A.G. Konrad, Fac. of Education, University of Alberta.

E25 a) Generic skills as a basis for standardizing admission to Ontario CAAT programs. b) Analysis of college programs and secondary school courses to determine the feasibility of improving the interface. Occupational groupings are used to facilitate admission procedures and improve the first-year college teaching/learning situation. c) June 1985. d) A.J.C. King and Ruth Rees, Fac. of Education, Queen's University.

E26 a) Test de compétence en français langue première de communication. b) Il s'agit de mesurer la validité, l'efficacité et le contenu d'un instrument de mesure pour établir la qualité langagière des étudiants qui s'inscrivent à l'Université Laurentienne. L'instrument comprend certaines composantes de la communication. c) Mai 1985. d) B. Cazabon, Centre des langues officielles du Canada, et J. Berger, Dép. de français, Université Laurentienne.

E27 a) Etude expérimentale, transfert intellectuel et facteurs pédagogiques inhibant et facilitant les apprentissages et les performances intellectuelles relevant de la pensée formelle. b) L'expérimentation vise à mieux cerner les modalités de fonctionnement de la pensée formelle chez des élèves de niveau collégial, à mettre en évidence que la pensée formelle telle que décrite par Piaget s'apprend et que certains contextes plus que d'autres en favorisent la consolidation, et à vérifier si l'effet du contexte social diffère pour les élèves qui maîtrisent la pensée formelle et pour ceux qui apprennent à la maîtriser. c) 1985. d) M. Forget, Collège de l'Abitibi-Témiscamingue, C.P. 1500, Rouyn (Qué.) J9X 5E5.

E28 a) Accessibility to Ontario universities. b) Report, 102 p., presenting results of a survey of qualified applicants to Ontario universities in 1983 who did not subsequently register. The survey elicited information on programs and institutions originally chosen, admission offers received, reasons for not accepting them and decisions to attend other types of educational institutions. c) Oct. 1984. d) Christine K. Davis, Social Data Research Ltd., 719 Main St. W., Hamilton, Ont. L8S 1A3. f) Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

E29 a) Intégration des personnes handicapées. b) Le projet vise à élaborer et opérationaliser une intervention auprès d'étudiants handicapés et à élaborer les services de soutien pédagogiques, techniques et personnels. Les

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objectifs généraux sont de développer la cohésion institutionnelle dans l'intervention du collège en vue de l'intégration des personnes handicapées physiques, motrices et sensorielles; et de sensibiliser et informer l'ensemble de la collectivité collégiale et les agents de l'intégration en particulier, en vue d'un accueil accru et structuré des personnes handicapées. c) 1985. d) G. Boudreault, Collège de la Gaspésie, C.P. 590, Gaspé (Qué.) G0C 1R0.

E30 a) Expérimentation du programme télé-santé. b) Un enquête a révélé que les besoins le plus profondément ressentis par les étudiants du réseau collégial sont liés à l'information sur la santé. L'objectif de ce projet est donc d'expérimenter un programme télé-santé comme outil d'information et de responsabilisation des étudiants par rapport à leur santé. Trois outils d'évaluation seront préparés: un outil quantitatif pour mesurer le degré d'utilisation du programme; un outil d'évaluation de la satisfaction des utilisateurs et d'analyse de leur comportement comme utilisateur de services de santé; un outil d'évaluation de la modification des demandes de services de santé. c) 1985. d) J.-G. Brisebois, Collège de Maisonneuve, 388, rue Sherbrooke est, Montréal (Qué.) H1X 2A2.

E31 a) Développement d'un guide d'intervention auto-géré par l'élève en vue de modifier les attitudes néfastes au processus de développement professionnel. b) Se basant principalement sur les principes de la restructuration cognitive, le projet veut bâtir un guide d'intervention en orientation, auto-géré par l'élève, qui amène l'individu à adopter des attitudes plus près de sa réalité quant à l'école, l'avenir, le travail et le milieu social immédiat, et à reconnaître et modifier les idées fausses qu'il peut entretenir à l'égard de ces aspects. Une évaluation du guide sera effectuée quant à sa valeur comme outil d'intervention. c) 1985. d) Sylvie St-Louis et M. Vigneault, Collège Montmorency, 475, boul. de l'Avenir, Ville de Laval (Qué.) H7N 5H9.

E32 a) La condition masculine des étudiants de CEGEP. b) Le projet propose de connaître la position des étudiants mâles sur le sujet du harcèlement sexuel par une série d'entrevues en profondeur et de décrire les modalités de la condition masculine telle que vécue par l'étudiant mâle de niveau collégial au plan de l'univers social, la famille et la communauté, les relations personnelles et l'univers intime. c) 1985. d) P. Ricard et P.-J. Guay, Collège de Rosemont, 6400, 16e Avenue, Montréal (Qué.) H1X 2S9.

E33 a) Anxiété et apprentissage. b) Le projet propose un programme d'intervention construit à partir des idées irréalistes entretenues par les étudiants à l'occasion des évaluations théoriques et des situations cliniques jugées stressantes et visant à modifier ces idées pour favoriser un état optimal à la performance tant théorique que clinique. On se propose de faire l'inventaire des idées et croyances entretenues par les étudiants à propos des expériences cliniques et de l'évaluation clinique; à partir de cet inventaire, de bâtir des pré- et post-tests des idées irréalistes et de bâtir un programme d'intervention centré sur la confrontation de chacune des idées; et d'expérimenter le programme. c) 1985. d) Monique Lapointe-Krick, Collège de Valleyfield, C.P. 308, Salaberry-de-Valleyfield (Qué.) J6T 1X6.

E34 a) Job search club. b) Three-week intensive workshops organized in

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1984 and designed to prepare graduating students with the job search skills necessary to locate and retain career-related employment. Information on the number of students attending and their success in finding work is available. c) 1984. d) Nancy Trefiak, Placement Centre, Ryerson Polytechnical Institute.

E35 a) 1984 first year student survey. b) Study, based on a student questionnaire, of significant factors influencing students to attend BCIT and main objectives of first-year day students. c) Nov. 1984. d) C.J. Greenhill, Institute Planning, British Columbia Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

E36 a) The creatively gifted at university. b) The problems of the creatively gifted at school have been well documented. This research shows that the same problems are experienced by the creatively gifted at university. Alienation, emotional problems, boredom, attempted suicide, dropping out and transferring are commonly reported. The problems of creatively-gifted women students are also studied. Students are to be followed up over a period of 15 years. c) 1996. d) D. Willings, Fac. of Administration, University of New Brunswick. f) Present findings in "Considerations in counselling the creatively gifted," *International Journal for the Advancement of Counselling*, 7(1984) 3-15, and in *Liberating Creative Potential*, Trillium Press, New York, Fall 1985.

E37 a) Recherche sur les difficultés d'apprentissage d'étudiants en science au niveau collégial. b) L'apprentissage de la physique étant fondamentalement une acquisition de concepts, la recherche vise à mettre en évidence qu'une des causes principales des difficultés des étudiants provient des modèles spontanés (non scientifiques mais fortement ancrés en eux) qu'ils ont acquis avant d'avoir reçu un enseignement formel. La recherche en cours porte essentiellement sur des concepts choisis en électricité. Thèse de maîtrise, Université Laval. c) Juin 1985. d) R. Labrecque, Collège François-Xavier Garneau, C.P. 6300, Sillery (Qué.) G1T 2S5.

E38 a) Special native support service of Assiniboine Community College: a formative program evaluation. b) Formative evaluation study of non-academic special support services provided for native students during their vocational training at the College, including needs assessment based on perceptions of students, instructors, administrators and native organizations. Program and service changes are recommended. c) Sept. 1984. d) M.A. Burch, Student Assistance Centre, Assiniboine Community College, P.O. Box 935, Brandon, Man. R7A 5Z9.

E39 a) Residence survey. b) Feasibility study on the need for on-campus residences for rural and international students at Assiniboine Community College, based on a student survey. c) May 1984. d) B. McTaggart, Assiniboine Community College (see above).

E40 a) Etude du phénomène d'échecs et d'abandons en chimie générale: rapport d'enquête. b) A partir des questionnaires adressés aux étudiants et aux professeurs, l'enquête vise à mesurer l'ampleur des insuccès au cours de chimie 101 et les différentes variables pouvant expliquer les abandons et les échecs. Toutes les variables qui sont significativement différentes entre les

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étudiants qui ont abandonné ou échoué et ceux qui ont réussi, ont mené à une même conclusion: la performance des étudiants en sciences au secondaire se reflète directement au collégial, non seulement en chimie mais également dans l'ensemble des cours. Les résultats amènent des interrogations concernant les critères d'admission aux sciences au collégial. c) Printemps 1985. d) Dominique Rouleau, Collège de Lévis-Lauzon, 205, rue Mgr. Bourget, Lauzon (Qué.) G6V 6Z9.

E41 a) Courses, gender and performance in geography. b) longitudinal study of performance (high school through university, gender differentiated) in university-level geography programs et Carleton University. c) Sept. 1985. d) W. Rowsome, 713-2951 Riverside Drive, Ottawa, Ont. K1V 8W6. f) Available from Dept. of Geography, Carleton University.

E42 a) A comparison of tutor and student expectations of advising services in a distance education institution. b) Literature review on adult counselling, counselling for distance education students, non-traditional students and needs of native students. Includes an analysis of results of a questionnaire sent to OLI tutors and students. c) Ethylyn McInnes-Rankin, Student Services Division, Open Learning Institute, 7671 Alderbridge Way, Richmond, B.C. V6X 1Z9.

E43 a) Student performance in distance education courses. b) Study of student performance in OLI distance education courses as measured by completion rates and grade distribution. c) D. Meakin, Student Services Division, Open Learning Institute (see above).

E44 a) Study of multiple applications made in 1984-85 by applicants for places in postsecondary system in Alberta. b) Analysis of the pattern of applications for postsecondary places and brief review of some characteristics of applicants. Two reports: Report on multiple applications; Multiple applications: supplementary data. c) Dec. 1984. d) B.D. Heemsbergen and P. Hill, Planning Secretariat, Alberta Advanced Education, Devonian Bldg., 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

E45 a) Who goes to which university in Ontario? b) Analysis of transitions from grade 10 to 12, 12 to 13 and 13 to university. Quantitative report on several aspects of the system that forwards youths from households to university via public and private schools. Prestige, geographical and policy variables are employed to explain the patterns of application, selection and enrolment. c) April 1985. d) J.W. Holland and S. Quazi, Higher Education Group, Ontario Institute for Studies in Education.

E46 a) Marketing survey of part-time management education students and influencers. b) To determine demographic characteristics and motivational factors associated with participation (students) or encouragement to participate (influencers) in non-degree credit management certificate programs. The student survey included 855 certificate course registrants; the influencer survey will cover individuals (work and non-work related) named by students as having recommended certificate programs to them. c) Early 1985. d) Anne Percival, Continuing Education Division, University of Manitoba.

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E47 a) South-East Asian academic credentials. b) To describe the systems of higher education in India, Bangladesh, Sri Lanka, Pakistan and the Philippines and to provide guidelines for the use of registrars' and admissions' offices in evaluating academic credentials of these countries for purposes of admission to study in North American universities and colleges. c) Dec. 1985. d) Task Force, Association of Registrars of Universities and Colleges of Canada: D.C. Bevis, Admissions Office, University of Manitoba; Peggy Sheppard, Admissions Office, McGill University; B.P. Hennessy, Registrar's Office, University of British Columbia; D. Green, Registrar's Office, Acadia University; Gail Larose, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

E48 a) What does the future hold for criminology undergraduates in Canada: a look at past trends and future prospects. b) Paper presenting the results of a survey regarding the career and educational patterns of crimonology undergraduates from Simon Fraser University during the period 1977-81, i.e., the first graduates of the program. c) 1984. d) Deanna L. Buckley, Dept. of Criminology, Simon Fraser University.

E49 a) Study of the legal rights and responsibilities of students. b) PhD thesis, University of Calgary. c) Spring 1985. d) G.J. Krivy, Registrar, University of Calgary. f) AUCC Publications, 151 Slater St., Ottawa, Ont. K1P 5N1.

See also/Voir aussi:

A3 Women in Ontario pharmacy, 1867-1927.

A13 Memorial University College and its students, 1925-1949.

A23 Cheminement scolaire: facteurs institutionnels.

A51 Student life in Canadian universities during the 1930s.

A61 Ontario universities: options and futures/Les universités de l'Ontario: options pour l'avenir.

A63 Perspectives on the report of the Bovey Commission.

A77 Projet d'encadrement des élèves sourds.

B10 Accessibility and the demand for university education.

B11 The legal profession in Canada.

B12 Tuition fee review.

B13 Participation patterns study.

B20 The history of university participation since 1891.

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B22 Financing and accessibility in B.C. universities.

B23 Access to higher education in Canada.

B27 Postsecondary needs survey for the Parklands Region of Manitoba.

B28 Employment survey of 1982 graduates of Ontario universities: report of major findings.

B30 Canadian Association of Graduate Schools 1984 statistical report.

B31 Application statistics 1983.

B39 Task force on human resource management and the status of higher education.

B41 Méthode d'évaluation des clientèles en équivalence temps complet.

C29 Academic abilities of the gifted and the concept of differentiated education.

C34 Knowledge representations and structures.

C35 Intellectual-skill acquisition in postsecondary education.

C90 Writer type and writing blocks: toward easing student writing problems.

C92 Towards a phenomenology of becoming an art teacher.

F4 The effects on recidivism of university education provided to inmates of federal penitentiaries.

F25 Support services for adult students studying on-campus in Canadian universities.

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Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Adult training of short duration: who offers it and who takes it? b) Analysis of data from a 1983 large-sample adult education survey regarding courses taken other than as a full-time student, including employment-related courses offered by employers, colleges, universities and others. Besides answering the questions in the title, topics such as training and the unemployed and training and the equality of economic opportunity are addressed. Logistic regression is used. c) March 1985. d) W.G. Picot, Research and Analysis Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

F2 a) One in every five: adult education in 1983. b) Survey of 1983 adult education activities through a questionnaire attached to the January 1984 Labor Force Survey. The results are presented in two parts: the first looks at demographic and socio-economic characteristics of adult education participants (age, sex, marital status, mother tongue, country of birth, labor force activity, industry and occupation); the second deals with such topics as the number of courses in which participants enrolled, the type of courses taken by different socio-economic groups, course providers, sources of funds and length of courses. c) Dec. 1984. d) M.S. Devereaux, Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

F3 a) Study of the effectiveness of continuing medical education in improving physician performance. b) To develop, field-test and evaluate the effectiveness of an office-based educational program for family physicians and to determine whether CME in CV and CA medicine improves the quality of patient care in office practice. A previous stage of the project developed a CME planning, intervention and evaluation system; in the present stage, the effectiveness of this system is assessed and results are analysed. With the participation of 31 family physicians, an experimental design with a pre-test/post-test control group and time-series approach is applied; post-educational measurements will determine if performance changes are maintained over time. c) 1985. d) Penny Jennett and O.E. Laxdal, Continuing Medical Education, University of Saskatchewan.

F4 a) The effects on recidivism of university education provided to inmates of federal penitentiaries. b) Study of the effect university courses have on reductions in rates of recidivism of those inmates who successfully complete these courses. Ancillary variables to be examined include those that measure degrees of social integration into normal society on completion of sentence, levels of psychological determination to overcome the social handicap of being an ex-inmate, and the intervening variables of the Parole Board's activities. c) In progress. d) D.E.W. Holden, Dept. of Sociology, Queen's University.

F5 a) Communications and information technologies and distance education

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in Canada. b) Outline of the uses of new technologies for delivering course material to off-campus students at universities, colleges, and institutions created especially for adult distance education, with a discussion of issues and possible future directions. c) Aug. 1984. d) Elizabeth J. Burge, Ontario Institute for Studies in Education; Joy Wilson and Audrey Mehler, Office of Development Research, TVOntario, P.O. Box 200, Station Q, Toronto, Ont. M4T 2T1. f) New Technologies in Canadian Education series, TVOntario.

F6 a) Etude des besoins de perfectionnement des agriculteurs-administrateurs. b) Le rapport comporte les chapitres suivants: méthodologie de travail; les résultats: profil des tâches, écart des besoins à combler, priorisation dans les tâches; le programme de formation divisé en 15 modules où sont décrits les objectifs, les activités d'enseignement et d'apprentissage et l'évaluation. c) Nov. 1984. d) G. Ouellet, Collège d'Alma, 675, boul. Auger ouest, Alma (Qué.) G8B 2B7; C. Perron, 548, boul. Wallberg, Dolbeau (Qué.) G8L 1G2.

F7 a) The advocacy role of a provincial continuing education association. b) Case study of a process of problem defining, objective setting and resolution reaching by the membership of the Alberta Association for Continuing Education with respect to the improvement of services. c) May 1985. d) A.A. Einsiedel and H.W. Roberts, Fac. of Extension, University of Alberta.

F8 a) Distance education in the Canadian North: an annotated bibliography. c) Sept. 1984. d) Gertrude Rosenberg, 4800 Côte des Neiges, Apt. 26, Montreal, Que. H3V 1G2. f) Association of Canadian Universities for Northern Studies, Occasional Publication 12.

F9 a) Developing and evaluating distance education courses at Brandon University. b) Enrichment of a print-oriented distance education course. Both teleconferencing and video-tapes have been tried and tested. c) In progress. d) R. Paulet, Fac. of Education, Brandon University.

F10 a) La formation continue des professionnels. b) Etablir le bilan de la formation continue des professionnels (régis par le Code des professions du Québec) reçue par l'intermédiaire des corporations professionnelles, des associations professionnelles, des syndicats ou de toute autre source. c) Eté 1985. d) J.-M. Bernard et C. Rheault, Office des professions du Québec, 930, ch. Sainte-Foy, 7^{e} étage, Québec (Qué.) G1S 2L4.

F11 a) Technology as program planning in three adult education units. b) Study of differences in program planning in the adult education units of a school, a community college and a university. Conceptualized as technology (defined as the actions of an individual to change some object), program planning was classified as long-linked, mediating or intensive technology. Data were gathered by interviews with program planners and produced 128 specific planning tasks which were classified into technology types. Data also provided information about each unit's contextual setting which was found to strongly influence the technology prevalent in each unit. It was concluded that mixed technologies were used and there were patterns of technology present. c) March 1984. d) B.R. Burnham, Adult Education Research Centre, University of British Columbia.

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F12 a) Etude des besoins en formation des membres permanents et bénévoles des organismes subventionnés par le Programme des communautés de langues officielles du Secrétariat d'Etat. b) Etude des besoins en formation des permanents et bénévoles d'organismes francophones afin de vérifier s'il existe des besoins en formation et en consultation, et ce, dans quels domaines. La population visée comprend tous les organismes francophones subventionnés par le Secrétariat d'Etat à travers son Programme des communautés de langues officielles, plus précisément les membres des conseils d'administration, les employés rémunérés et les bénévoles réguliers ne siégeant pas au conseil d'administration. c) Déc. 1984. d) Service de l'éducation permanente, Université d'Ottawa.

F13 a) Projet-pilote d'un réseau canadien de téléconférence. b) L'objectif global est de montrer la valeur et la pertinence de l'utilisation de l'enseignement à distance par voie téléphonique dans l'échange de cours à crédits de niveau universitaire entre les institutions francophones et/ou bilingues hors-Québec. Le réseau comprend cinq institutions (Université d'Ottawa, Université de Moncton, Faculté Saint-Jean, Université Sainte-Anne, Collège Universitaire Saint-Boniface) qui sont reliées entre elles par voie téléphonique. Chaque centre est muni d'un équipement qui lui permet de transmettre et de recevoir des messages sonores et visuels ainsi que des données d'ordinateurs. c) Avril 1985. d) Service de l'éducation permanente, Université d'Ottawa.

F14 a) Reading and study skills and the distant learner. b) The article describes the study tasks faced by postsecondary students engaged in learning at a distance and reviews the major findings of research on reading to learn from text materials. A self-instructional study in skills program is proposed. It is audiotape-based and consists of cognitive and affective strategies which are taught to students through modelling and guided practice in self-instructional techniques. c) Nov. 1984. d) Dawn C. Howard, Continuing Studies, Simon Fraser University.

F15 a) L'autonomisation et la socialisation dans les programmes universitaires individualisés. b) Une analyse comparative entre quatre programmes fortement individualisés et un programme non individualisé de diverses universités du Québec permet de mettre en lumière les effets d'autonomisation (développement de l'autonomie personnelle et de l'autonomie dans l'apprentissage) et de socialisation (changements intervenus dans la manière de remplir certains rôles sociaux) tels que perçus par les étudiants adultes inscrits à ces programmes. c) Juin 1984. d) G. Leclerc, Direction générale de l'éducation permanente, Université de Sherbrooke; A. Dunberry, Université de Montréal; J.-R. Nadeau et Catherine Morneau, Université Laval; Louise Sauvé, Télé-université, 214, av. St-Sacrement, Québec (Qué.) G1N 4M6.

F16 a) Values, life-long education and an aging Canadian population. b) The 224-page book contains eleven selected papers presented at a 1981 seminar at the University of Western Ontario. Includes a 17-page bibliography. c) 1983. d) D. Ray, Ann Harley, M. Bayler and others. f) Third Eye Publications, London, Ont., $10.50.

F17 a) Analyse des besoins en formation sur mesure. b) L'objectif consiste à identifier et à évaluer les besoins en formation sur mesure de la

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population et de la main-d'oeuvre active de l'aire de rayonnement du Collège. Trois axes d'investigation ont été définis: brosser un portrait général de l'activité socio-économique et de la main-d'oeuvre active; établir un répertoire informatisé de l'ensemble des entreprises et des organismes existants; et analyser les besoins exprimés par différents informateurs. c) 1985. d) G. Dubé, Collège Edouard-Montpetit, 945, ch. de Chambly, Longueuil (Qué.) H4H 3M6.

F18 a) To establish the foundations for the study of programs of mass adult education. b) Report of the project's first year, including case studies of Metric Commission Canada, the Peace Movement and "the experience of advertising." c) 1985. d) A.M. Thomas and Kathleen Rockhill, Dept. of Adult Education, Ontario Institute for Studies in Education.

F19 a) Exploring the principles of andragogy: some comparison of university and community college learning experiences. b) Examination of learning experiences of 740 university and college students in various programs from the andragogical perspective. Through analysis of 15 aspects of the learning process, discrepancies of real and desired learning experiences were traced to institutional, program and individual characteristics. The principles of andragogy remain valid as instructional guidelines for postsecondary institutions, but the present findings draw attention to the importance of intellectual maturity as a basic source of organizing meaningful learning for adult learners. c) 1984. d) Y.L.J. Lam, Fac. of Education, Brandon University. f) *Canadian Journal of Higher Education*, forthcoming.

F20 a) Etude de besoins et création de cours en techniques d'architecture à l'Education des adultes. b) Inventorier et définir les besoins spécifiques des adultes désireux de retourner aux études et intéressés à la technologie du bâtiment. Mise sur pied de cours répondant à leurs besoins. Cerner la place de l'ordinateur dans les diverses fonctions de travail du technicien en architecture et mettre sur pied des activités de perfectionnement visant à une mise à jour de ses connaissances. c) Juin 1985. d) G. Baptiste, G. De Paoli, W. Olmedo et G. Shamlian, Collège de Saint-Laurent, 625, boul. Sainte-Croix, Saint-Laurent (Qué.) H4L 3X7.

F21 a) Révision des programmes d'assainissement de l'eau offerts à l'Education aux adultes. b) Etablir un portrait actuel du marché de l'emploi en assainissement de l'eau, évaluer les besoins de formation à combler, et formuler en conséquence des propositions de changement aux programmes de l'Education aux adultes pour adapter les AEC et CEC aux nouveaux besoins. c) Juin 1985. c) J.-C. Rolland, Collège de Saint-Laurent (voir plus haut).

F22 a) Enseignement de la psychologie à l'Education des adultes. b) L'objectif consiste à explorer les solutions de rechange possibles en enseignement de la psychologie à l'Education des adultes, principalement sous forme de services offerts à la collectivité, qui sauraient à la fois correspondre au calibre de compétence propre à une institution de niveau collégial et s'adapter aux besoins particuliers de la population locale de Saint-Laurent. c) Juin 1985. d) Francine Charbonneau, Collège de Saint-Laurent (voir plus haut).

F23 a) Cours en cinéma d'animation. b) Etablir l'intérêt, la viabilité

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et la faisabilité d'un cours en cinéma d'animation offert à l'Education des adultes. Le projet est axé sur un cours de spécialisation d'un an offert après un DEC en cinéma. Le cours comporterait une partie théorique, mais surtout axée sur les besoins actuels et à venir des milieux de production de cinéma. c) Mai 1985. d) Jocelyne Denault, Collège de Saint-Laurent (voir plus haut).

F24 a) Etude des besoins en biotechnologie. b) Bilan de l'état actuel de l'enseignement de la biotechnologie au niveau collégial et universitaire, au Québec et ailleurs. Evaluation des besoins du milieu dans ce domaine: besoins en main-d'oeuvre adulte aux niveaux recherche et industriel. Déterminer la pertinence, les coûts, etc., d'un programme de biotechnologie. c) Juin 1985. d) J. Langevin, 111, Henri-Bourassa ouest, Montréal (Qué.) H3L 1M9. f) Les résultats peuvent être obtenus du Collège de Saint-Laurent (voir plus haut).

F25 a) Support services for adult students studying on-campus in Canadian universities. b) Questionnaire survey of university continuing education units dealing with institutional practices regarding support services (counselling, program advising, testing orientation and learning assistance, child care and social activities), access and program availability for adult students studying on campus. Comments on the needs of adult students and the future direction of support services are also elicited. c) 1985. d) Diana J. Ironside, Ontario Institute for Studies in Education; Mairi Macdonald, Mount Saint Vincent University. f) Canadian Association for University Continuing Education, 151 Slater St., Ottawa, Ont. K1P 5N1.

F26 a) Counselling adult learners in Israel and Canada. b) "Community-based adult education in Israel" describes five adult education settings. c) Aug. 1984. d) Diana J. Ironside (see above).

F27 a) A human rights focus to the development of level one and two learning resources for adult basic education. b) Preparation of basic adult literacy materials designed to convey human rights information to immigrants learning to read English and to poorly educated adults acquiring literacy skills. c) April 1985. d) R. Herman, Dept. of Adult Education, Ontario Institute for Studies in Education.

F28 a) Continuing professional education in physical therapy, occupational therapy and speech-language pathology: a field study. b) Analysis of continuing professional education needs in the four Western provinces. Monograph. c) 1985. d) D.D. Campbell and M.E. Pasemko, Fac. of Extension, University of Alberta.

F29 a) The new majority: adult learners in the university. b) Analysis of the continuing education function in the university. c) Published 1984. d) D.D. Campbell (see above). f) University of Alberta Press, 146 p.

F30 a) Postsecondary programs in adult education within Third World universities. b) To determine the extent of postsecondary training in adult education in Third World countries, information will be collected on the way in which programs are organized, whether any field work is included in the academic program, work placement of alumni, actual topics covered in programs,

background of the faculty, and relationships of these programs with government. c) Oct. 1985. d) J.A. Draper, Dept. of Adult Education, Ontario Institute for Studies in Education.

F31 a) Assessment of a low-cost digital audio system as a means of decreasing production costs. b) Examination of the application of the Sony PCM-701EM pulse code modulator system in recording, post-production and mastering of educational audio materials from the point of productivity increase, material cost savings, product quality improvement, long-term master storage improvement and future technological growth. c) June 1985. d) K. Baresh and D. Power, Open Learning Institute, 7671 Alderbridge Way, Richmond, B.C. V6X 1Z9.

F32 a) Implementation of an integrated text-preparation system for course development and production. b) An integrated text preparation system comprising a VAX-based Mass-11 editing system and networked Xerox 8100 text processors for page layout having been installed, a translation program is being developed to transfer documents to the Xerox network. Output is via laser printer. The system has the potential to incorporate graphics scanners and true typeset output. Standard document formats have been developed. Detailed statistics are kept to monitor the system's productivity. c) June 1985. d) J. Bottomley and H. Fischer, Open Learning Institute (see above).

F33 a) Course material management system. b) Design of a computerized inventory system which is integrated with the OLI's computerized student records and accounting systems (DETReMS) and can manage individual courseware items as well as entire courses. c) May 1985. d) J. Bottomley (see above).

F34 a) Code/protocol conversion software for integrated text processing system. b) Development of software to facilitate conversions between Mass-11 and Xerox word processing systems and of software that provides protocols for transferring documents between DEC and Xerox systems. By mid-1985, OLI is anticipated to have installed a fully integrated electronic course development/production system, the basis for a fully automated demand publishing system for distance education. c) Feb. 1985. d) P. Dailly, Open Learning Institute, 7671 Alderbridge Way, Richmond, B.C. V6X 1Z9.

F35 a) Instructional design checklist for instructional modules. b) Development of a checklist to help course designers focus their attention on instructional design aspects of draft instructional materials and to help steer the development of original materials or assist in the review and revision stage. c) May 1984. d) Linda Love and M. Nielsen, Open Learning Institute (see above). f) "Distance learning: process and materials design," *Proceedings*, First National Workshop, Canadian Association for Distance Education, April 1984.

F36 a) OLIAS courseware authoring system. b) System developed for the production of computer-aided instruction on the Rainbow 100, IBM PC and Apple II series of microcomputers. It consists of a development package for producing courseware materials and a runtime package for the distribution and delivery of courseware produced. Materials developed on any one of the three

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machines can be quickly converted for execution on the others. The system uses only those features of each machine that are common, so an author need only develop one user guide for a course that may then be used with any of the three machines. c) Dec. 1984. d) Open Learning Institute (see above); D. Kaufman, 96 East Broadway, Vancouver, B.C. V5T 1V6.

F37 a) Cross-cultural transferability of science distance education material. b) Involving Asian, Central Pacific and North American distance education institutions, the project identifies key variables affecting cross-cultural transfer of science courseware for distant learners. Institutional, attitudinal, cultural and courseware-related factors are considered. c) May 1985. d) J. Calvert and S. Timmers, Open Learning Institute (see above); G. Dhanarajan and Z. Ghani, Universiti Sains Malaysia; I. Williams and N. Singh, University of the South Pacific.

F38 a) Transfer of science distance education expertise. b) Training of science academics at the Universiti Sains Malaysia in distance education courseware development methods and the use of unique, microcomputer-based course authoring templates. A new model for training post-industrial educators is being developed. c) Oct. 1986. d) S. Timmers (see above).

F39 a) An experimental modified trimester system with six overlapping trimesters. b) Development and implementation of a registration system allowing six overlapping four-month trimesters with regular intakes each two months. Because exams are held each two months, students can be given options in course duration. This gives distance education students considerable flexibility without eliminating the benefits of pacing. c) Ongoing. d) D. Meakin, Open Learning Institute, Box 94,000, Richmond, B.C. V6Y 2A2.

F40 a) Continuing education for scientists: suggestions for integrating learning and research/Formation continue pour les scientifiques: suggestions pour intégrer l'apprentissage et la recherche. b) Discussion paper presenting arguments for greater recognition of the importance of continuing education in science and suggesting ways to enhance continuing education opportunities within research organizations and ways to integrate these opportunities with scientists' career development and with the goals of science organizations. c) Oct. 1984. d) R.P. McBride, Dept. of Biology, Dalhousie University. f) Science Council of Canada, 100 Metcalfe St., Ottawa, Ont. K1P 5M1, English text 33 p., French text 36 p., free of charge.

F41 a) La formation des adultes: une contribution du collège au développement de son milieu. b) Rapport final d'un comité chargé de préciser les orientations du réseau collégial en éducation des adultes. Etat de question, tendances et hypothèses de développement de chacune des six parties: la clientèle, la formation, la reconnaissance des études, les services, les structures externes et le financement. c) Fév. 1984. d) P. Imbeau, Fédération des cégeps, 500, boul. Crémazie est, Montréal (Qué.) H2P 1E7; Louise Chené, Collège de Sainte-Foy, 2410, ch. Sainte-Foy, Sainte-Foy (Qué.) G1V 1T3. f) Fédération des cégeps.

F42 a) Expérimentation du portfolio pour reconnaître les acquis de formation.

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b) A partir d'instruments de travail fabriqués par M. Sansregret *(Guide de l'étudiant, Guide du conseiller andragogique, Guide de l'administrateur)* un certain nombre de collèges expérimenteront la démarche-portfolio, de septembre 1985 à juin 1986. Les mois précédents seront consacrés à la préparation de l'expérimentation (sélection et formation des responsables, etc.). c) Juin 1986. d) R. Isabelle et Jeanne LeRoux, Fédération des cégeps, 500, boul. Crémazie est, Montréal (Qué.) H2P 1E7; Marthe Sansregret, John Abbott College, C.P. 2000, Sainte-Anne-de-Bellevue (Qué.) H9X 3L9.

F43 a) Les besoins de formation des propriétaires-dirigeants de petites et moyennes entreprises (PME) québécoises. b) La recherche propose un modèle théorique et un outil pour évaluer les besoins de formation des dirigeants de PME. L'étude à été réalisée auprès de 30 propriétaires-dirigeants de PME dans la région administrative 03 du Québec. c) Eté 1984. d) B. Garnier et Y. Gasse, Fac. des sciences de l'administration, Université Laval. f) *Enseignement et Gestion*, 31(Automne 1984) 33-38. *Journal of Small Business Canada*, 2:2(Fall 1984) 30-35.

F44 a) Cours autodidactique de français écrit. b) Comprenant trois cahiers d'exercices et offert par correspondance, le cours porte sur l'orthographe, les accords grammaticaux, la construction de phrases, le vocabulaire, le choix des termes, les nuances de sens, la ponctuation, etc. Les pré- et post-tests pour les trois parties sont corrigés par ordinateur. c) 1984. d) B. Dupriez, Dép. d'études françaises, et Odette Legendre, Service d'éducation continue, Université de Montréal.

F45 a) Investigations in CPR training project. b) Project designed to measure in a community hospital setting the important educational parameters in basic life support cardiopulmonary resuscitation training and the resultant changes in patient mortality and morbidity. The study examined the nature of the learning and forgetting curve for knowledge and skills, the relationship of perceived ability to measured knowledge and skills before and after training, roles taken in CPR incidents and the effect of practice on knowledge and skills retention. c) June 1984. d) D.A. Gass, Fac. of Medicine, Dalhousie University; Lynn Curry, Fac. of Medicine, University of Toronto.

F46 a) Validation of an evaluation mechanism for continuing medical education short courses: commitment for change. b) Project to validate an evaluation procedure designed to measure the effects of university organized CME courses. This procedure seeks to substantiate self-reported physician behavior changes and to differentiate between potential causes of that change due to course attendance. Data has been obtained from 61 physicians attending a short course in therapeutics and four physicians acting as a control group. c) Dec. 1984. d) Lynn Curry, Fac. of Medicine, University of Toronto; I.E. Purkis, Div. of Continuing Medical Education, Dalhousie University.

F47 a) Assessment of the impact on health outcomes of patient care appraisal in the ambulatory setting. b) Patient care appraisal (PCA) is a self-assessment process which has the potential to improve the health care provided to patients. In order to discover the effective components of PCA and to relate participation in PCA to improvement in patient health status, the project

examines, with the involvement of 40 physicians, the effects of physician participation in setting the standards for record audit and measures these effects by changes in the number of satisfactory patient outcomes, using hypertension as the indicator condition. c) March 1985. d) W. Putnam, Div. of Continuing Medical Education, Dalhousie University; Lynn Curry, Fac. of Medicine, University of Toronto.

F48 a) Reading and writing tutoring project. b) Report describing a project which provides a coordinator to support volunteer and paid tutors, who provide tutoring help to students in reading and writing skills in their own homes or in small-group classroom settings. Laubach literacy materials supplemented by college print materials and other educational technology are used. The project is flexible in its provision of a variety of delivery models. c) May 1985. d) Jean Leister, Lorna Ferguson and Beverly Currie, Fairview College, Box 810, High Level, Alta. T0H 1Z0.

See also/Voir aussi:

A12 The development of the Canadian Association for Adult Education during the 1960s.

A14 The involvement of European universities in continuing education.

A38 Avis du Conseil des collèges au ministre de l'Education.

A62 Continuity and renewal: the demands of excellence.

A64 Commonwealth universities and their support of Third World development.

A75 Analyse systémique de l'action de formation universitaire à distance.

B7 Analyse de la situation de travail: graphisme sur console de création de pages en mode vidéotex.

B8 Analyse de la situation de travail: édition sur console de création de pages en mode vidéotex.

B27 Postsecondary needs survey for the Parklands Region of Manitoba.

C28 Alternate training delivery project, second period electrician apprentices.

C56 Evaluation de certaines dimensions sociales et pédagogiques d'un enseignement multimédiatisé.

C59 Effets motivationnels et sommatifs de l'évaluation par réussite-échec à paliers.

C77 Joint power engineering CML project.

C82 Development of training materials in the area of family therapy.

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C88 Apprentissage de la méthode scientifique par simulation sur ordinateur de travaux de laboratoire en biologie.

D9 The part-time teachers of adults employed by the continuing education divisions of selected colleges in Ontario.

E42 A comparison of tutor and student expectations of advising services in a distance education institution.

E43 Student performance in distance education courses.

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